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The Polytechnic of North London

LETTERS

Bright students at a disadvantage?

Sir, It is fascinating to note from your article of June 23 (p. 1) Oxford entry caused for selected London pupils that five Oxford colleges have decided to help these students considered educationally disadvantaged, by making conditional offers based on lower A level grades. What is most curious of comment is neither the wisdom nor the justice of this decision (though one could argue that all students in the state system are in differing degrees disadvantaged relative to the independent sector); it is the admission by the ILEA inspectorate that the reorganised system puts bright students at a disadvantage in the first place.

It is not amazing that so much public money and such judicial determination have been applied to creating a secondary system which

leads to "small sixth forms with little stimulus", and which perhaps conduces to "high turnover of teachers". Should the remaining grammar and independent schools succumb to the egalitarian tide, no doubt Oxford and Cambridge will have to reduce their demands across the board. Alternatively, A, or F, or Y or Z Levels could be taken at age 20, thus saving teacher unemployment and postponing the problem of finding work for school leavers.

To draw similarly heretical conclusions from the article in the same issue "Apathy" supposes that the reorganised system puts bright students at a disadvantage in the first place. By tradition, pedagogy has been second only to coal as a Welsh export, implying some degree of academic success in Wales under the old

educational system. It is difficult to accept that the apparent educational decline in Wales is the result of "environmental factors" which have surely on the whole more significantly in Wales than in most other areas. The handicaps "resources not commensurate with the range of tasks laid on schools" is also, unfortunately, pretty general (but pragmatic) factor which could not stand in the way of "progress", of course. May we be more significant that we reorganised "earlier than we are", and the results are being to show? Or is it a case of the system itself cannot be faulted?

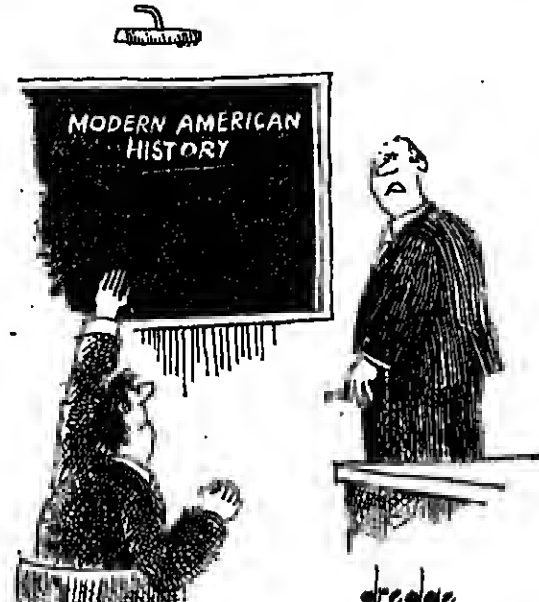
D. H. EAP, Headmaster, Hunsford Grammar School, Grove Lane, Birmingham B21 9ET.

ILEA five

Sir—Your feature ("Plus ça change", June 9) about the five inner London secondary schools was a good one. It is true that the staff of a school is concerned about the loss of secondary education in this area and about the ILEA's plans to put it under discussion.

However, to suggest that all these schools have been chosen for reasons other than a desire to improve the quality of education in the inner city is a bit of a stretch. The schools are in places at 11 plus is an indication of ability to perceive the needs of the community and to try to meet them. It is a lack of readiness to co-operate with the ILEA in seeking a solution which best meets the needs of the community, not the school.

This is an exceedingly complex problem in which Graham Smith contributes little to the search for a solution. ANTHONY WINGATE, Headmaster, Rutherford School, London NW1.



"No Freudgold—pou nup not 'take time unt to visit the john'!"

Maths tests: not failed but fallible

Sir—It is encouraging for the APU mathematics monitoring team to learn from Martin Leonard (p. 16) that the survey tests administered to a sample of 11-year-olds last May were much better than the pilot tests held last autumn.

The APU survey tests were the most comprehensive ever used in a study of mathematics performance in this country. Over 600 items made up the tests compared, for example, with the recent survey by the Institute of Mathematics and its applications which had 31 items in a 17-minute test.

As Leonard points out, there were errors in some items; we have detected two with the help of the teachers whose pupils participated in the survey, in addition to the one pointed out by the monitoring team in the erratum slip. This latter error was due to a graphical fault which could not be corrected before the tests were sent out to the schools.

With respect to ambiguities we have received helpful criticism and comments from teachers, but a steering group at the DES and colleagues at the National Foundation for Educational Research. There are items held by individual reviewers to be ambiguous but regarded as acceptable. In order to ensure that the survey is as fair as possible, we will provide data on whether the pupils gave varied interpretations to any of the items.

This monitoring team has conducted a wide range of analysis, and the steering group at the DES has spent a great deal of time discussing the sort of issues raised by Mr. Leonard regarding usage (weight versus mass, Imperial units, significant figures, etc.).

It is not clear that these have been piloted at all. But Mr. Leonard knows quite well where these gaps have come from because he was personally involved in this project. In fact, the current mathematics monitoring project was preceded by a substantial feasibility study known as TAMS (Tests and Assessment in Mathematics Schools), published by the NFER in 1975 and 1976. This project was directed and piloted some 800 pupils in the current monitoring project. We accepted about half of what we piloted last autumn and what we piloted this autumn were revised versions of some of the remainder.

The APU is a very open organisation; one actively seeks and continuously engaged in self-criticism. It is not too soon to say that the survey last month was a success. It is not too soon to say that the survey last month was a success. It is not too soon to say that the survey last month was a success.

Mr. Leonard points out a limitation of the framework we have used to analyse the curriculum. We are very conscious of the problems of definition and also other deficiencies in diagrams of this type. Without a curriculum framework assessment instruments rarely go beyond the testing of facts and mechanical skills and we decided that there was no clear alternative to using one (and Mr. Leonard offers none) if we were to have items assessing a broad range of mathematical outcomes and we wished to have some check on the coverage.

On the question of the analysis of the results it has always been the intention to apply classical item analysis, as well as the Rasch method. I would think that a suitable alternative to the value of the various results will be what we have them.

Finally I wish to respond to Mr. Leonard's comments on the pilot tests which I found somewhat puzzling. His comments on the balance between topics in the pilot tests and those in the current survey are a very good point. A considerable number of new questions have appeared in the survey as compared with the pilot, and

Lines that divide

Sir—The Reading I.E.O.'s new zoning policy for allocating preparatory schoolchildren their new comprehensive school places comes into effect in September. In most cases, attempts have been made to secure adequate distribution of abilities, easy access and parental approval. The exception is at the Sutton Comprehensive School complex. Delimitations of the former town boundary cut off most of the normal catchment area for these schools; in consequence they are now to draw their pupils from a very large area in the centre of the town, including the three educational priority primaries which Reading possesses.

Provisional figures for the new intake at Sutton show over 40 per cent Asian and West Indian pupils, compared with less than 10 per cent in any other comprehensive school in the authority's jurisdiction.

Besides this, primary school reports indicate that more than 45 per cent of the Sutton intake require remedial teaching; facilities and staff are not available on anything like this scale.

Not surprisingly there is great unease among parents, primary and secondary teachers and school governors. Leaders of ethnic minority groups in the area are angry about the prospect of a "ghetto" school, to which all but the very ablest of their pupils can expect to be sent. The local community residents, alerted to the prospect by leaflet, are alarmed. Some of the teachers are being threatened.

It is difficult to avoid the conclusion that even at this late stage the zoning policy should be changed. More equitable distribution, though administratively inconvenient, is educationally vital. BRIAN G. STUBBS, Alfred Sutton Boys School, Crescent Road, Reading.

Training future teachers

Mainstay of degree courses

Sir—In his article "Oh, what a tangle!" (June 16) Mr. Peter Dixon claimed to be arguing for a teacher education degree for a teacher. My experience is that most teachers, including educational processes go out of their way to relate them to practice, as far as this is possible. If they do not, then this too is a disgrace. But Mr. Dixon's suggestion that Peter et al. must be seen to be a part of real activity, and not names drifting in the void of a lecture room, tells us very little. What does he mean by "real activity"?

I would suggest that Mr. Dixon's suggestions as to how we might improve a B.Ed. degree course are so vague as to be useless. The main suggestion which is clear, that of abandoning main subjects and drastically limiting the study of education, can lead only to even lower B.Ed. standards and teachers falling to undertake a course of general education. Teacher education students who are not stretched intellectually become poor teachers. There is a place in a B.Ed. degree for intellectual rigour and professional practical training. It would be absurd to claim, however, that the latter could by itself count as degree work.

L. R. V. BURWOOD, Lecturer in sociology and philosophy, King's College, Winchester.

Cure worse than the disease?

Sir—According to Peter Dixon (p. 16) the curriculum, like the body, is divided into three parts: the professional preparation of teachers, the preparation of teachers, and the preparation of teachers. The curriculum, like the body, is divided into three parts: the professional preparation of teachers, the preparation of teachers, and the preparation of teachers.

A beginning, not an end

Sir—As one of the people responsible for initiating the preparatory BEd course aimed at enabling West Indians to enter teacher training, I agree with nearly everything that Mr. George says in his article of June 23 ("Training: a time bomb"). If we were offering a one year course of teacher training to unqualified people we would deserve every stricture he makes. However, clearly, an institution would be slow to do such a thing, even if it were foolish enough to wish to do so.

The truth is the exact reverse. The preparatory BEd course being initiated by City and East London College and the Polytechnic of North London is a preliminary additional year's study for people without the normal examination qualifications who wish to enter teacher training courses. If students complete the preparatory year successfully, they will enter a three year teacher training course leading to an honours degree. Their total period of preparation for teaching will thus take up to five years. In their BEd courses they will have no lowering of standards of entry to the BEd course; nor in those entering the teaching profession.

The course arose in the context of widespread anxiety about the underachievement of West Indian children in schools. We felt that if we could have a number of people with high knowledge of the West Indian community enter the teaching profession, they would bring to schools their own special knowledge and experi-

ence and would help to overcome some of the difficulties which prevent West Indian children making the most of their capacities. Of course we understand that there are major social and economic factors which operate; but there is no reason for educational laissez faire.

I hope the kind of opportunity offered by the preparatory BEd course will be extended to people from all ethnic groups and will form part of a growing national pattern of alternative access to higher education.

As for Mr. George's horrifying picture of duelling, unemancipated, obese and unqualified black teachers—wish he had been able to meet the many intelligent, articulate, determined and experienced people who applied for the preparatory course. They included state registered nurses, trained nursery nurses and many others; many voluntary teachers at West Indian supplementary schools; and leading members of West Indian community groups. All these accepted have passed tests in literacy, numeracy and were interviewed by a panel including two members of the staff of the department of teaching studies experienced in selecting people for teacher training.

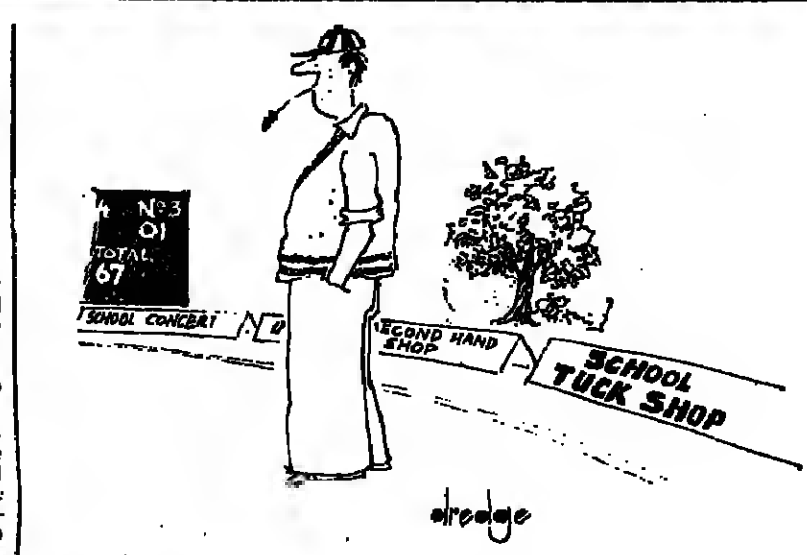
The preparatory year will give the students understanding in addition to their existing qualifications and capacities, the experience of academic study of a kind which will enable them to enter BEd courses on equal terms with those who have entered by more traditional routes. The students will have a tremendous amount to offer children, both black and white, when they have qualified in four or five years' time. STELLA CLAYDON, Teaching studies department, Polytechnic of North London, Prince of Wales Road, London NW5.

Fresh air in the maze of theory

Sir—The article "Oh, what a tangle!" by Peter Dixon (June 16) was like a breath of fresh air to a second year teacher training student. Time and time again we are required by "the institute" to study some new concept that seems so far removed from the children in schools. There is so much that could be learnt from experienced lecturers yet the "sacred cows" are rigidly maintained. Professional training is so relevant yet it is pushed aside to make way for "theory of education". How, much longer, will the structure of teacher training colleges remain set in its beliefs and ideals for education? When will there be time for instructors to assist the needs of children? When will the needs of students be put before those of colleges? Only when this need is fulfilled can the needs of children be fully appreciated. On the subject of qualifications a first class BEd degree does not necessarily make a first class school teacher. Academic theory has to be put into practice and this is the real work of a teacher. When the recent discussions on extension of teachers' training courses, the problems will become ever greater. A radical change is needed within the present set up—not an extension of unrelated theories and philosophies. I wholeheartedly agree that colleges should offer a strengthened and relevant and enjoyable teacher training/education course but instead they continue to offer an eternal maze of theory. This children are the ones who inevitably will suffer. Can we afford to let this happen?

S. J. RAYFIELD, 134 Russell Rd, Chesham, Herts.

Letters for publication should arrive by Tuesday evening at the latest. They should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.



Vouchers

Alum Rock is not Kent

Sir—Geoffrey Woodard's letter ("Why the voucher scheme just won't work", June 23) about the voucher experiment at Alum Rock is a strange mixture of accurate and inaccurate facts but his conclusions, so piously attested, are opinion judgments—as indeed is any conclusion about this limited voucher trial which has aspects very different from British, or more specifically, Welsh proposals.

It is not disputed that the experiment at Alum Rock was supported by federal funds amounting to 15 per cent of the school budget, but this is hardly "unusually" (financial assistance especially as much of it was earmarked to help disadvantaged children in what, as Mr. Woodard says, is a distressingly poor area).

It is also true that some of the early conceptions in this five-year experiment, such as mini-schools, were modified or changed. But it is not true that the experiment was "abandoned". I have a letter from Dr. William J. Jefferds, the district school superintendent dated December 28, 1976, which states: "We are in our last year of the demonstration and at this point we are very pleased with a number of the results. During the current school year we have expanded our alternative schools to the total district (28 schools)."

The facts are that the experiment came to its predestined end after five years, and because parents and teachers were pleased with the benefits it had given them a follow-on plan of open enrollment has been adopted. Thirty per cent of children are now in schools other than their neighbourhood ones. Mr. Woodard seems to be unaware of this nor does he emphasise sufficiently the improvement of schools which he acknowledges.

Voucher opponents like Mr. Woodard should welcome an experiment in Kent which will give us evidence relevant to the British education system so that we no longer have to rely on the American experience which is bound to be different from our own. MARJORIE SELDON, Chairman, The Friends of the Education Voucher Experiment in Representative Regatta (FEVER).

Confused Conservatives

Sir—County Councillor Geoffrey Woodard ("Why the voucher scheme just won't work", June 23) writes that, as a Conservative, he is in a "philosophical quandary" about the education voucher. I am not surprised. On vouchers, as on much also in the field of education, the Conservative Party appears deeply confused, with its official spokesmen expressing widely diver-

ing views. This is the more strange coming as it does from a political party whose present leader was, for three and a half years, education's Secretary of State.

NOEL PAULLEY, Lieut-Commander, RN (Retd), "Corfu", Cardiff Road, Cardiff.

SPECIAL ANNOUNCEMENTS

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tampers, Weekend courses every month.**LEARNING METHODS GROUP**64 Hampstead Way,
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Tel: 01-455 8269 (24 hours)Sport
World
beater
takes on
the boys

by Stanley Levenson

Stephen Cram, the 17-year-old
schoolboy who was selected for the
Commonwealth Games after rock-
ing into the records lists at Crystal
Palace, London, on Sunday, will be
running in the English schools
championships at Chertseyfield this
weekend.Cram, winner of the intermediate
1,500 metres last year, will be tick-
ling the senior race this time with
all the clan of a world age group
record behind him.At Crystal Palace he became the
fastest 17-year-old miler in history
with a time of 3 mins 57.4 secs
which is 1.6 secs faster than the
previous record set by Jim Ryan
(United States) when Cram was
only three.Cram, of Springfield Comprehensive
School, Jarrow, had already
given a sign of things to come at
the recent Durham schools cham-
pionships when he clocked 3 mins
42.7 secs over 1,500 metres nearly
10 seconds faster than his fastest
last year.Another three of the England team
for next month's Commonwealth
Games in Edmonton, Alberta—all
reigning schools champions—are
also due to compete at Chertseyfield.
Kathy Smallwood of Reading
again runs in the senior 200 metres
which she won in a championship
record of 23.1 sec last year; Colin
Szed (Coventry) is again in the
senior 800 metres and intermediate

Stephen Cram: fastest miler.

long jumper Sue Hurnshaw (Hull)
this time competes in the senior
age group.With hundreds of others taking
part in this massive athletics enter-
prise there are sure to be some
outstanding performances which
will bring a new wave to the
fore-sprinter Mike McParlane
(London), hurdlers Mark Holton
(Stoke) and Gary Oakes (London)
and javelin thrower Porlona White-
bread (Thurrock) are among last
year's schools champions who are

bound for Edmonton.

The championships, sponsored by
Esso, are being held in Chertseyfield
School where work on the new all-
weather synthetic track has only
just been completed in time. Late
spring snow delayed operations but
Derbyshire County Council, using
their own staff instead of
outside contractors, laid the sur-
face in time.
The Sports Council gave the
£7,000 needed for the track itself
and the runways for the jumps.What to do
when
they leave?

by Bert Lodge

The Sports Council is mounting
an 18-month project to try and
the fall-off in sporting activity
among young people when they
leave school.The two areas for the exper-
iment are Streatham, in the
Borough of Lambeth, and
chosen for the limited oppor-
tunities available there for
people.Joint committees of edu-
cational and Sports Council
officials in both areas are
now schemes which will include
days in sports clubs for school-
leaves, formation of "clubs"
with reduced subscriptions and
appointment of schools liaison
co-ordinators in each club.Mr David Bridges, Sports
Council project officer, said this
week ago as 1960 the Sports
Council on Sport and the
community identified the fall-off
participation by young people
they left school as an area of
concern."For a young person access
to being surrounded at school
facilities, coaching and equip-
ment can be a problem when he
leaves to know where to go. It
problem is not solved fairly well
they begin to drift away from
sport."Drownings up
as cuts biteRecent cuts of up to 75 per cent
in swimming lessons could lead to
a disastrous increase in the number
of children drowning, says a report
by the Royal Society for the Pre-
vention of Accidents published last
week. Between 1974 and 1976, 203
children died in swimming pools. But
cuts began to have an effect in 1977
when the number of deaths rose to 215.
The report is based on an in-
vestigation of press accounts in the
first six months of this year. They
showed 52 children under 15 who
died and 55 who nearly drowned.Most of the children who died
were under 10, and half of the
were under 5. The report says
accidents in swimming pools are
on the increase. The number of
children who died in swimming
pools rose from 203 in 1974 to 215
in 1976. The report is based on an
investigation of press accounts in the
first six months of this year. They
showed 52 children under 15 who
died and 55 who nearly drowned.In a survey last year, the
society found that 46 of 95
education authorities were cutting
swimming lessons for their pupils.
The cuts ranged from 25 per cent
to 75 per cent. Estimated savings
range from £2,000 a year in
Northampton to £100,000 in
Birmingham. A close link
between the Royal Society for the Pre-
vention of Accidents and Cannon House,
The Priory, Queensway, Birmingham
B4 6BS; Tel: 01-222 1111.Canoeists after
36 titlesScores of young canoeists
Friday converging on the
winter sports centre at
Dorset, Nottingham, for the
annual schools championships.The championships are held
alongside the senior championships
this weekend.
Boys and girls will compete
in 36 titles in singles, pairs and
over distances ranging from
metres to 3,000 metres.
The championships are held
alongside the senior championships
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this weekend.

Near-thing win for Scots

Scotland beat England 10-8 in the
schools golf international staged at
the Crowborough Golf Club.
The match was a near-thing.
The English, trailing 5-1
after the morning foursomes, hit
back to get the better of the
singles, 7-5, but it wasn't enough.Malcolm McKenzie, who won the
English championship a week
later, had a bad time in the morning
with some erratic driving. But in
the afternoon he looked to be
getting the better of Scottish cap-
tain Ross Fraser. However, two up
two to go, McKenzie relaxed
his grip and Fraser holied the
match.The only boy to win both his
matches was Scotland's Eddie
Milne. The biggest win was Scot-
land's Willie Walker who defeated
Neil Hall 7 and 6, and by Eng-
land's Paul Hardwick, who beat
Alan Currie 6 and 5.Results (Scottish names first):
Foursomes: Ross Fraser
(Barnard Academy, Glasgow) and
Gordon Miller (Clydebank High
School) beat Malcolm McKenzie
(High School, Sheffield) and
Paul Hardwick (Bronk School,
Sheffield) 5 and 4. Alan Currie
(Greenwood Academy, Leyland) and
Eddie Milne (Buckley High School)
beat John Plaxton (Salby Grammar
School) and Jeremy Shepherd
(Wolfeaton School, Hull) two
holes. Billy Jack (Ardrossan
Academy) and Stewart Allon
(Marr College, Troon) beat John
Dixons and Keith Armstrong (both
Aberdeen High School) 4 and 3.
Duncan Well (Barnard High
School, Kirkcaldy) and Graham
Atkins (Lanark Grammar School)
beat John Hall (St Mary's, West
Brom College, Middlesbrough) and
David Hawkins (Heathfield School,
Gateshead) 6 and 4. Graham PookWinners' captain: Ross Fraser, of
Barnard Academy.(Striding High School) and Mike
Malriced (Craigavon High
School, Edinburgh) halved with
Peter Lacey (North Lincoln
College of Technology, Lincs) and
David Groon (Arncliffe School,
New Milton). David Milne (Kirk-
caldy Grammar School) and Willie
Walker (Dumfries Academy)
halved with Cliff Pearce (Knoll
High School, Ilkley) and Paul
Wharton (Stratton Upper School).Singles: Fraser halved with
McKenzie. Jack lost to Armstrong
2 and 1. Currie lost to Hardwick 6
and 5. Milne beat Plaxton one hole.
Milne lost to Dixon 2 and 1. Well
lost to Wharton one hole. Pook
halved with Pearce. Mulhead beat
Shepherd one hole. Ireland beat
Green 2 and 1. Alden lost to
Lacey 2 and 1. Walker beat Hall
6 and 5. Allen lost to Hawkins one
hole.

Cycling stars join battle

Three outstanding young racing
cyclists will clash during the
English Schools Cycling Assoca-
tion's annual trials, which are being
held in the Birkenhead area
this Saturday and Sunday.Andrew Nock (The Leys School,
Cambridge) has been a
winner and is now in the junior
category. He is competing in the
junior category. He is competing in
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this weekend.

Multitude of sin bins

Ann Berger and Gordon Mitchell take a critical look at a growing phenomenon: special units in secondary schools

The increased incidence of "disruptive-
ness" is a phenomenon usually linked to
RSLA, to the advent of comprehensive
schooling, or both. How can we effectively
educate and socialize those who cannot
or will not accept, with good grace, the
traditional tasks of schools?Two approaches have been tried.
According to conventional practice, chil-
dren manifestly "different" are isolated
from their "normal" peers. However,
special schools for the maladjusted are
increasingly unable to cope with the
increased demands for their services.Further, increasing the number of
special schools would require massive
spending on premises and staff. The total
isolation of disruptives might also seem to
lay heavier emphasis on custodial rather than
educative processes—institutionalizing
and hence reinforcing their "differen-
ces".The other, more unorthodox, approach
—the alternative or "free" school move-
ment, loosely based on the libertarian
ideals of A. S. Neill at Summerhill—
posed too many disconcerting problems
for educational administration to swallow,
particularly in relation to accountability
and control. Such schools are always
likely to succumb to financial malnutri-
tion.Since these difficult children will not
go away, the comprehensives themselves,
with becoming modesty and true to the
British genius for compromise, have
worked out another solution by estab-
lishing campus-based special units of their
own. Some are starkly and openly
declared as withdrawal or exclusion units,
others are shrouded by acronyms like
SUMP or STAR group
representing, one might speculate, "social
unit for maladjusted personnel" and
"social learning and rehabilitation pro-
cess".Precise figures are hard to come by,
but the Centre for Information and
Advice on Educational Disadvantage has
this to say last April "... of the 200
special units set up by L.E.A.s in England
and Wales, the great majority are designed
to cater for the disruptive or expelled/
suspended pupil". Whether or not this
figure is a conservative estimate, it does
seem to indicate that the ideal of the com-
prehensive school is still a long way from
reality. It seems that as streaming by
ability is declining, it is being replaced
by another form of stratification—differ-
entiation by behaviour.Though the L.E.A.s have financed units
for disruptives, it was undertaken in re-
sponse to the teachers' demands. Of all
the problems facing teachers the presence
of "disruptive" pupils in class is by com-
mon consent the biggest. Their contin-
uous belligerent presence engenders fear,
boredom, frustration and impotence; almost
inevitably, the outcome is emotionally
charged confrontation.To the teachers' arguments are
couched in rational terms. The educator
must not be sacrificed to the
demands of the few "to protect the rights
of the many, the few must be educated
elsewhere; by means of this separate and
special provision, the disruptive pupils
will be able to undergo an educational
programme appropriate to their needs."For teachers who still have some mis-
givings, their professional conscience is
eased by the large numbers of safeguards
employed, especially over admission.It might be thought that of all educa-
tional categories the disruptive is one of
the most clearly identifiable. Batteries of
tests are rigidly required. However,
admission is still a lengthy process. When
the school's penal sanctions and patience
are exhausted, then the complex process
of "admission" begins: reports from the
home head and counsellor; reports on
family background; reports on the dis-
ruptive's mental state; previous school
reports.The off-campus activities must be
viewed as an integral part of the pupils'

Illustration by Tony McEwaney

It is this Identikit profile which forms
the basis of the authority's decision: "X
is a suitable case for treatment". Finally,
great pains are taken to ensure that the
"patient" knows that success depends on
his willing cooperation and is the sine
quo non of his future well-being.Given such a scrupulous selection
procedure, we believe that the first priority
is to provide for the emotional and social
development of the individual. A pro-
gramme which is both educationally valid
and salable to disruptives would
embody: a stable and sympathetic
environment within which pupils can
recognize and work through their diffi-
culties; a work programme in and out of
school relevant to the needs and interests
of the individual pupils; opportunities
for some kind of contact with their peers
who are not segregated—that is, contact
with the main school; a group of adults
(or one "significant" adult) with whom
the pupil(s) can establish long-term
relationships.The programme's objectives are to be
achieved in three settings: in the unit's
group base, in the limited access to the
main site facilities, and off-campus.It is mainly in the unit base that reme-
dial work in the basic subjects will be
carried out, for it is likely though not
necessarily so—that the typical disruptive
is an academic underachiever. How-
ever, the extra significance of this reme-
dial work is to be found in the way that
pupils learn to cope with the frustration
and difficulties of the work; how they
seek help and attention; and how they
relate to peers and adults.Since it is unlikely that specialist sub-
jects can be catered for in the unit, access
to them must be through the main school
timetable. The teaching of science, arts,
sports and crafts can most appropriately
be undertaken in specific physical con-
texts. The use of these facilities within
the main school also serve to minimize
the potential claustrophobia of unit life.The off-campus activities must be
viewed as an integral part of the pupils'educational programme and not solely as
vocational training, as the aim is to
encourage the individual to mature and
to prepare for both adult working and
non-working life.These patterns and processes embody
liberal and humane concepts of educa-
tional practice. It is not our intention to
be unduly critical of much of the arduous
and painstaking pioneering work that has
already been put in to grapple with this
existing problem. Much of this work has,
however, been of a "containing" nature.
We feel it is necessary to ask some
serious questions of the labelling of
pupils as disruptive, and of the practi-
calities of providing for them.Labelling pupils as disruptive is often
based on the belief that the cause of this
behaviour lies in personal inadequacy, or
a rooted in family background. Narrowly
attributing such behaviour to these causes
is much too simplistic. We believe that
the contributing factors can only be located
within a very broad matrix, from
which the school itself cannot be exempt.The traditional curriculum and peda-
gogy are taken as unchallengeable. Yet this
traditional schooling is itself a cause of
disruptive behaviour in some pupils. The
creation of units for disruptives helps
relieve schools of an irksome duty—that
of consistently checking what it is they
teach and how they teach it. They render
traditional schooling as quite blameless.We are aware that the identification of
the causes of disruptive behaviour is a
complex sociological/psychological study.
Further and continuing research is of im-
portant importance, as is the evaluation
of the short and long-term effects of the
work carried out in these units. As things
stand, there is a marked lack of evidence
upon which to base decisions. Practice is
all too often based upon trial and error,
guesswork or speculation.The problem of what kind of pro-
gramme to offer is exacerbated by the
fact that there is no specific mode of
training for staff members working with
disruptive pupils. Few initial teacher
training courses provide any in-depththeoretical knowledge, practical skills (for
example, personal counselling), or suit-
able supervised experience.Who then shall be employed to take on
the task? Those who, having taught their
academic subjects for some years and
finding their promotion aspirations
blocked, seek "batterment" through this
"new" opportunity? Those young tea-
chers who form the bulk of the unem-
ployed professionals, and are desperate
for any kind of teaching? Those whose
qualification and experience lie in the
adjacent field of social work? Of all the
available choices, most seem to fall short
of that which is required to take on this
mentally and physically demanding task.Research and training projects are
coolly. So, too, is the provision and fur-
nishing of unit bases. Extra spending is
almost inevitable if educational rather
than custodial work is to be the under-
lying consideration. Given these prob-
lems, it seems likely that the units will
function only with the greatest difficulty,
and with recurring crises.The school-based unit is a remarkable
conceivable. It is politically, socially and
educationally acceptable to all but the
most extreme. Like a modern budget, it
offers something for all.The classroom teacher is pleased to be
rid of a threat. Costs of unit schooling
are fractional compared with the provi-
sion of special schools, so the taxpayers
are pleased. Local authorities can claim
credit for taking positive supportive
action. The vociferous union lobby is
pleased. The parents of both "normal"
and disruptive children are pleased—
though obviously for different reasons.It can be interpreted, by cynics, maybe,
as a blend, politically expedient form of
socialization: conformity induced pain-
lessly by therapy. However, given the
safeguards, given the programme, given
appropriately trained teachers, the
approach we have outlined may represent
the "best" answer available.Ann Berger is a student in postgraduate
studies. Gordon Mitchell is postgraduate
tutor in educational studies, in the depart-
ment of education, University of Warwick.

Mathematics

"Oh I can't do mathematics." "Maths really terrify me." "Fractions and decimals? Don't ask me, I could understand them." "Mum, I don't know how to do these sums." Behind such commonplace lies some fundamental misconceptions and difficulties that can condition attitudes towards mathematics for life. The psychology of learning mathematics has become a major research area. The first five in this special feature examine some aspects of this research.

What goes on in the mind?

By Laurie Buxton

Essential to mathematics is the making of mental models and the manipulation of them within the mind. This can be an enjoyable activity, but few seem to find it so.

Mathematics is not generally seen as the contemplative, exploratory subject that those who enjoy it believe it to be. Oddly, this view is more often present in good infants' schools and in university research rather than at any stage in between. The reason is that for much of the time insufficient proper experience of mathematical activity is given.

In our classrooms the students are involved in two main processes. They receive information, sort it and organize it into schemas (mental structures) and they accept problems and attempt to solve them and utter the answers. Both processes are mathematical activity, but in general the first does not have an output and the second (problem solving) does. There is an assumption that the problem solving output tells us about the schemas that have formed. This is by no means certain, but we shall not enter into a full discussion here. For those who like diagrams we may put it thus:

It seems to be the final utterance, upon which they are judged—usually by the same teacher. This statement may be an immediate oral response in answer to a question in class, or it may take the form of a written answer, later to be marked by the teacher. The student feels that a judgment will be made and sees the task as making that judgment favourable. So the attention is concentrated on O. In mathematics the situation is made worse by the belief still held by many that the single final answer is what counts.

Naturally, the expectation and underlying belief is that the output will indicate whether M has taken place or not. In itself this may be a false assumption, but even when it is not, there is danger that it is O and not M that is considered. Certainly, some steps in reasoning are usually asked for, particularly in written work, but the ways in which the mind determined correct procedures or, more importantly, followed false trails, are insufficiently explored. A detailed discussion of lines of approach by the student is of much greater



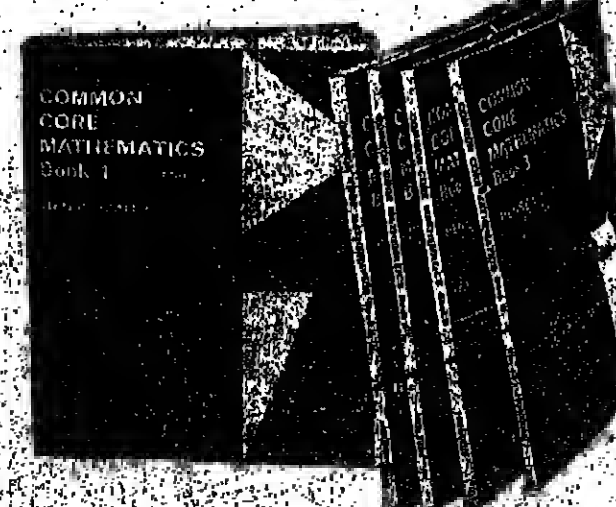
The Maths Fair organized in May by The Mathematics Development Unit aimed to show the mathematics current national upturn, there is much good mathematics teaching, and those on pages 19, 20 and 22 were taken at the Fair.

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'Real' numbers

Margaret Brown reports on some findings of the concepts in Secondary Mathematics and Science programme based at Chelsea College, London

A 14-year-old girl interviewed by a colleague when asked to explain why $0.375 = \frac{3}{8}$, replied "We done them" (pointing to the decimal), "and we done them" (indicating the fraction, "but do ain't over done 'em together").

The obvious implication was that although maybe the natural numbers (1, 2, 3, ...) were "proper" things which existed in everyday life, decimals and fractions were entirely artificial entities with peculiar rules which were invented by maths teachers for the greater confusion of mankind.

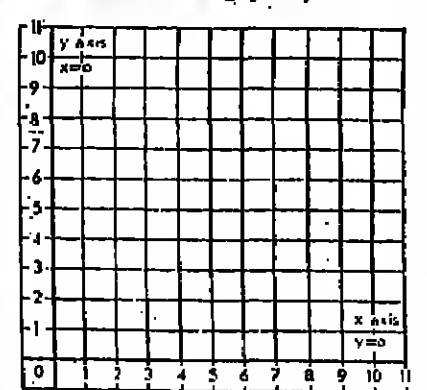
This view has respectable historical antecedents; Kronecker, for instance, was entirely serious when he suggested that "the whole numbers were made by God—all else is the work of man".

It is not clear whether this statement was meant at the time to be interpreted philosophically, theologically or mathematically—in any of these cases its validity is highly questionable. However, as a psychological hypothesis it has considerable empirical support, at least among the population of secondary school-children we have interviewed and tested as part of the Social Science Research Council programme "Concepts in Secondary Mathematics and Science (CSMS)", based at Chelsea College, London.

It is difficult to argue that the concept of the number 357.478 is psychologically more primitive than

that of a half, but then it seems that a half, and to a lesser extent the quarters and thirds, are regarded for some purposes as "honourary" whole numbers.

The following example, taken from the section of our work on "Groups", illustrates this point. (The percentages indicate those answering "correctly" in a representative sample of 600 third-year children from 12 schools. In these and other examples the percentages for the second and fourth year generally differ by less than 10 per cent respectively below and above those for the third year.)



Percentages of correct responses from third-year children:

- (a) Plot the points (2, 5), (3, 7), (5, 11).
These points lie on a straight line. Draw the line. Find some other points on the line, and write them down.

- (b) The point (4.6, 10.2) also lies on the line. Mark its position approximately.
(c) Plot the point (11, 4).
(d) How many points do you think lie on the line altogether? (6%)

- (e) Are there any points on the line between the points (2, 5) and (3, 7)? (4%)
If so, how many?

- In the case of the last two parts, the answers given were:

- "Infinitely", more than you could count, etc. (d) 6%
"Hundreds", etc. (e) 5%
"A lot", etc. (f) 3%
Small finite number (not 7) (d) 22%
1 (d) 2%
(e) 12%
"No" (d) 18%
"None" (e)

Thus from the whole question one can roughly deduce that 10 per cent could not answer at all, 15 per cent could work only with whole numbers, 45 per cent allowed only the "halves", 20 per cent included a few other fractions and some decimals, but only 10 per cent considered there were really rather a lot of points in between the whole-number points.

These figures are generally supported by the results in two other questions, one from the "decimals" work and one from that on "fractions". (Again the figures are for continued on page 20.)

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20 Mathematics

'Real' numbers. Continued from page 19

the third year secondary, although the samples of children are different in each case.

(A) How many different numbers could you write down which lie between 0.41 and 0.42?

(B) How many fractions lie between 1 and 1.1?

"Infinity" etc (A 22%) (B 15%)

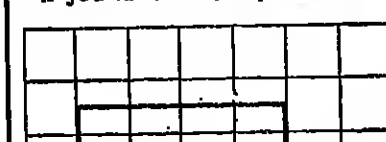
Small finite number (A 36%) (B 26%)

1 (A 8%) (B 30%)

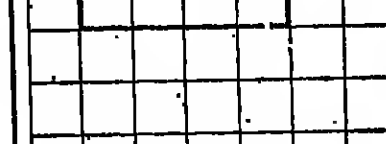
0 (A 4%) (B 17%)

Other questions illustrated the reluctance of children to use numbers other than natural ones as the answer to a division of one natural number by another. From the work on "Measurement":

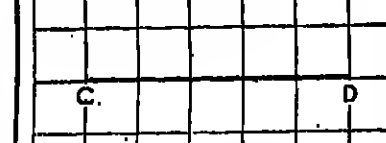
(a) Using the line CD as base, draw a rectangle which has the same area as shape B. Put a large cross if you think it is impossible.



(b) Using the line EF as base, draw a rectangle which has the same area as shape B. Put a large cross if you think it is impossible.



25% with a height between 3 and 4, with 53% giving 'impossible'



it seems likely that the multiple-choice format in (ii) has inflated the percentage of correct answers).

Other division questions came from the work on "Decimals" (again children were specifically told that the problems involved decimals, which occurred in most problems and answers):

(i) Divide by twenty:

24 ... 128% with 1.2, 5% with 1.4, 0% with 1.5, 14% with 1.6, 11% with 1.7, 1% with 1.8, 1% with 1.9, 1% with 2.0, 1% with 2.1, 1% with 2.2, 1% with 2.3, 1% with 2.4, 1% with 2.5, 1% with 2.6, 1% with 2.7, 1% with 2.8, 1% with 2.9, 1% with 3.0, 1% with 3.1, 1% with 3.2, 1% with 3.3, 1% with 3.4, 1% with 3.5, 1% with 3.6, 1% with 3.7, 1% with 3.8, 1% with 3.9, 1% with 4.0, 1% with 4.1, 1% with 4.2, 1% with 4.3, 1% with 4.4, 1% with 4.5, 1% with 4.6, 1% with 4.7, 1% with 4.8, 1% with 4.9, 1% with 5.0, 1% with 5.1, 1% with 5.2, 1% with 5.3, 1% with 5.4, 1% with 5.5, 1% with 5.6, 1% with 5.7, 1% with 5.8, 1% with 5.9, 1% with 6.0, 1% with 6.1, 1% with 6.2, 1% with 6.3, 1% with 6.4, 1% with 6.5, 1% with 6.6, 1% with 6.7, 1% with 6.8, 1% with 6.9, 1% with 7.0, 1% with 7.1, 1% with 7.2, 1% with 7.3, 1% with 7.4, 1% with 7.5, 1% with 7.6, 1% with 7.7, 1% with 7.8, 1% with 7.9, 1% with 8.0, 1% with 8.1, 1% with 8.2, 1% with 8.3, 1% with 8.4, 1% with 8.5, 1% with 8.6, 1% with 8.7, 1% with 8.8, 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Being good at maths

What does it entail? Asks M. Ruth Eagle

Amid all the anxieties about low mathematical attainment, it is worth remembering that some children actually do well in their school maths. What can we observe about such children? Are there some identifiable characteristics which could provide useful insights into the nature of successful learning?

Krutetskii, in Moscow, has studied aspects of mathematical ability as it is revealed in the three stages of solving a problem: gathering the information, processing the information, and learning, in the sense of remembering something from the experience. The children tackled a range of problems, from variations on the textbook type to puzzles, always in an informal setting, with prompts and help from the experimenter when needed.

The capable children had no difficulty in extracting the mathematical essence from the data; in gathering information before finding a solution. In problems where too much or too little data was given, they recognized the surplus or the gaps, which seems to indicate that they were not only analysing the data, but perceiving the whole network of relationships between them.

With easy problems, the consequences then appeared almost of their own accord, an effect strikingly demonstrated in some 'problems with an unstated question', which they nevertheless solved.

There was a tendency to see a particular problem as an example of a general type, and sometimes to solve it in general terms. The capable children thus fell into a trap when asked to write algebraically the general form of numbers that have a remainder of 7 when divided by 5. Seeing it as a multiple and remainder type problem, many wrote 5x+7. It was the less capable children who tended to notice the paradox in the problem.

The inclination and capacity to generalize, sometimes on the basis of a single example, is a feature of both information gathering and processing. Another important feature at the processing stage is flexibility. Problems on this theme, all demanded some switch in method from one to the next, or else a thinking-out of alternative methods.

Whereas the capable pupils showed agility, there was some evidence that others needed to 'forget' one method before they could comprehend another, even an easier one which was demonstrated to them. This is a great disability in tackling mathematical problems; if the first method that occurs to a pupil is not appropriate, it seems that he is actually hindered from thinking of an alternative by the one already in mind.

In remembering, we are all very selective. Take for instance the trick question above, what do you remember after a week; that it was something about 5 and 7, or that it was a ruse in which the remainder was greater than the divisor? Krutetskii noted that 'average children told equally hard to remember specific data and general principles, essentials and non-essentials and being overburdened, their recollection was inadequate.'

Capable pupils had, not necessarily better memories as such, but they remembered problems, especially those involving reasoning, often in abbreviated or symbolic form. Specific data was well remembered whilst solving the problem, but then quickly forgotten.

These mental capabilities are associated with productive styles of work, as we have seen in various studies. Keel. A pair of children, recorded as they worked together on an assignment, show a clear link between the content of their work and their style. They recognize that there are problems which they can make sense of.

Using their style of concepts and 'working rules', they and doubtful points check, but do not doubt themselves. The style of systematic is particularly marked by contrast with a less able couple doing the same work, who are very ill-organized.

When they disagree there is no debate, the more difficult child merely withdraws. They notice much of the inherent mathematics and therefore learn little.

When children are faced with novel problems which tax their powers, there is need for flexibility and a deliberate search for the mathematical skeleton wrapped up in the words of the problem. E. Rose observed a variety of generally able people, from school formers through to university lecturers, as they tackled problems of a non-standard type.

The transcripts, as they talked their way through, show that some individuals rushed to find a solution, but more often there was a period of contemplation of the data, in which diagrams were drawn or symbols introduced, rules tested in special cases or features of apparent significance examined.

These were attempts to consolidate the solver's understanding of information given, in order to find relationships or structures which would suggest a method of solution.

If children get stuck on routine problems they are often advised to follow this sort of procedure, to draw a diagram, to list the data, in the hope that they will then recognize the problem type. This guidance about what to do in problem solving needs to be matched with



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23 Mathematics

The psychologies of not learning mathematics

David Fielker takes an overall view of current controversies

Learning mathematics is an exceedingly complex business. There are probably as many theories about it as there are psychologists, and this is an effect of the complexity, and not a cause.

The complexity seems only to be realized by someone involved in the difficult task of getting children to learn mathematics, and Bill Brookes, writing in the June issue of *Mathematics Teaching*, contrasts this with the simplicity with which the learning of mathematics is viewed by those outside, who 'can believe it is very simple because they have only experienced the 'obviousness' of the mathematics they themselves have learnt'.

But there are other psychologies, militating against the learning of mathematics rather than supporting it, which are not connected in people's minds with learning mathematics, or are not afforded the attention due to them, or do not yet exist.

There are psychologies about adolescence. Indeed, far more has been studied and written about adolescence than about learning mathematics. What seems to be missing is any study of the effect that the problems of adolescence have on learning.

It is a well-known secret, for instance, that many pupils become worse at arithmetic between the ages of 11 and 16, in spite of—or because of—much practice at arithmetical skills. It is oversimplistic to blame this on the teachers, as I have heard a training officer from industry do vociferously.

And those who claim that not enough arithmetic is being taught should visit some secondary schools and see that certainly the average or below-average pupil spends most of his mathematical time at it. Indeed, half the current textbooks aimed at this age and ability group provide little more than mechanical computational practice.

The other half, of course, subscribe to an alternative psychology of motivation which says that adolescents will be interested in acquiring arithmetical skills if they are shown to be necessary in 'real life'. This philosophy—for it is rather than a psychology since the evidence is somewhat lacking—ignores the fact that, by its very nature, a textbook cannot present 'real life' situations. It also assumes that what is 'real life' for an adult is the same as the 'real life' of an adolescent.

Yet, the paradox of school is that it is both an all-consuming artificiality—because it is a manufactured environment concocted for the purpose of education, and a complete world—because it is where the pupil lives a large part of his life and where he deals with most of his personal relationships that are his main concern. There may be some things from the adult world which are relevant, but this is far more complex a matter than 'arithmetic for work' or 'arithmetic for leisure'.

If you doubt that a dichotomy exists for the pupil, then remember how that ill-spoken, badly dressed, reluctant, rebellious, disruptive fifth former turned up at school the following speech day in his best clothes, well-spoken, polite, respectful and even charming! 'I've reformed', said one such girl to me, and that was her over-simplistic and egocentric view of her transformation.

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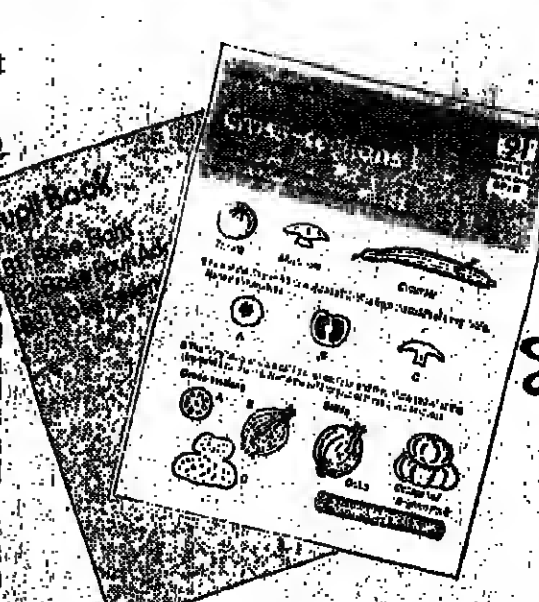
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30 Books/Geography/Craft

Children's literature

Young, and not so young

Audrey Laski reviews some more paperbacks

I am becoming increasingly convinced about Peacock Books: initially I felt there was merely a troubling uncertainty about intentions, but now really bad errors of judgment are creeping in; and they are almost always a sign of a basic misconception.

William March's *The Bad Seed* (Peacock 75p) was a thoroughly nasty piece of work when it was a successful novel and film for adults; it should not be given a seal of quality for adolescents. John Rowe Townsend's *Noah's Castle* (Peacock 75p) is, of course, a different matter: he writes deliberately and honourably for young readers, and his vision of a possible immediate future, in which inflation explodes so that families in one's immediate family and the human family come into question, is telling.

But I wonder on what criteria the decision is made that this is to be a Peacock, while *The Witch of Blackbird Pond* (60p), Elizabeth George Speare's tender but also sharply drawn historical romance about a puritan girl in 17th-century New England, is a Peacock recommended for readers of 13 and over. If Paul Zindel's *My Darling, My Hamburger* (60p) had not been snatched up by Lims, would it have been a Peacock? It has been over-rated; the touches of realism and the unhappy ending do not really prevent this from being a sentimental story about young love blighted by parental narrow-mindedness and unnecessary misunderstanding.

A much more bracing approach to the problems of the impossibility of parents is taken by Louise Fitzhugh in *Noah's Castle* (Peacock 75p); her black, 11-year-old heroine ends the novel in a genuinely realistic state of tension between her affection for her parents and her awareness of their hopelessness; she will have to change because they can't. Something of the same loving scepticism about parents is, as always, present in Diana Wynne Jones's *Castle* and *Cat* (Puffin 50p); though set in an imagined country of warring kingdoms, in which the mythic is immanent, it retains her usual piercing perceptions of the complexities of family relationships. Pamela Sykes's *Come Back Lucy* (Puffin 60p) also mixes fantasy—a ghost story—and family life compellingly. If not with such originality and distinction, the recent television adaptation will secure many readers for this satisfying story.

An understanding of sibling rivalries for younger readers is valuable and not so easily found; Catherine Storr's *Puss and Cat* (Young Puffin 50p) is lively and useful on the problems and benefits of being identical twins, especially with a meddlesome older brother (Puffin 60p), again reprints for younger readers some of the agonies of Louise Fitzhugh's clever heroine and the heroine of her earlier story *Hurricane* (Puffin 60p); it's as if one needed to know at younger and younger ages how to cope with facing the uncomfortable different member of your community. Even

Beverly Cleary's motorcycling mouse, who makes a welcome return in *Runaway Ralph* (Puffin 60p) has this problem.

On the other hand, there is false distinction as well as true: in Philip Turner's curious pig-tale *Wigwag* and *Homer* (Dent Dolphin 65p), Homer believes himself to be a truly scholarly and brilliant pig, but he is his modest bride Wigwag who becomes the ruler of Sanctuary Island. If you're a real genius, like Jos Whiff's hero, you can amuse your family by inventing *The Farious Phycycle* (Puffin 40p), but I don't find this brilliant boy and his professor mentor as entertaining as the great *Bronze* (Puffin 60p); it is refreshing as read to something as everyday, as real and yet as exotic as a Western reader as Naomi Mitchison's *Snake* (Lions 50p) about two little girls in the African bush and an exaggeration that goes too far.

For very young readers or their parents there is a wonderful glut at present of delicious picture books and easy readers. Astrid Lindgrén has invented yet another naughty child, *Lotta* (Young Puffin 50p), whose exploits will provoke many a shock of recognition, as will, though disguised by feathers, the well-meaning havoc caused by the hero of *The Penguin and the Vacuum Cleaner*, by Carolyn Sloan (Illustrated by Jill McDonald, Puffin 60p). This is visually splendid, as is Jennie's *Hal*, as one expects of Ezra Jack Keats (Harper and Row 60p).

Visually enchanting, though perhaps too delicate for all tastes, is *Miss Juster's Garden*, by N. M.

Radacher (Picture Lions 60p). I applaud the idea of the Picture Library, by Richard Heffer (Picture Lions 60p) and *Some, More, Must*, by Judy Freudenberg (Picture Lions 60p) and enjoy the pictures; but I am troubled by the confusion that may be caused by giving small English children illiterate texts on one in American English.

For learning purposes, the wonderfully repetitive rhyming picture books *My Cat Likes to Hide* in *Boxes* by Eve Sutton (Illustrated by Lyndley Doid, Picture Puffin 60p), *Farmer Fisher* by Jonathan Cramble (Picture Puffin 50p) and *Apple Plus* by Ruth Orbach (Picture Lions 60p) may be more useful. More useful, too, perhaps, than the deliberately planned easy readers, of which *Ren's Fish* by Chris Connor and Alison Fisher (Puffin Easy Reader 50p) is a fair example. Here the effort to enhance readability may diminish interest.

Finally, a further handful for upper juniors and lower secondaries. *The Black Stallion* series—*The Black Stallion* and *Whisper* by Walter Farley (Knickerbocker 60p)—is a well-told story of a boy and his horse, both of whom get into adventures like *Minnow on the Sea*, an early Philippa Pearce (Puffin 60p). This may be rather old-fashioned in the way it touches its folkloric to the point of being unmissable artifice, but it still contains more treasures than merely the one hidden behind a riddling rhyme, for which the boys hunt with such tenacity.

Woodcarving, by George Jack, Puffin 4.95, 273 0116/17.

First published in 1943 and now available in paperback form, this classic will no doubt go on being bought and read for another 70 years. The reader is told clearly in the preface that the author's first aim is to write a trustworthy textbook at workshop practice, and that design is an essential part of good workmanship.

The 27 chapters are easy to read and more than adequately cover not only the craft itself but also the choice of subject-matter, theory of design, tools and equipment and the practical diagrams, and the many examples of woodcarving art, and the readable text will ensure that this book is taken regularly from the shelf not only for reference but also for leisure reading.

Don Carlton (Silkwork and Jewellery by Hilary Wilson and 'Writing and Illuminating and Lettering' by Edward Johnston are also available in the same format.

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Nationwide More than fossils

Marketing Geography, by H. Davies, Methuen £4.50, 416 7070/9.

Marketing generated sales of about £15,000 in 1971 as it provided jobs for two and a half million people. It became a great contributor to the national output. Yet there has been no attempt to make a unified study of the marketing geography, but I am troubled by the confusion that may be caused by giving small English children illiterate texts on one in American English.

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31 Books/Geography/Talkback

Tom Copley country

B. S. Roberson

South West England, by H. D. Black, Cambridge University Press £1.70, 521 2120/9.

The South West, by Cyril Waterhouse, Hodder and Stoughton 95p, 340 18795/6.

In the winter of 1971, a change, a study of the landscape remains steadfast in the British Isles, and within this there is considerable concentration, particularly at the level of the local area. Both these books cater in this way for the secondary school home market, each series providing in separate volumes regional cover of the whole country. As both are of a high standard, it will be difficult to decide which to purchase.

H. D. Black's *South West England* is more attractive. The scholarship is good, the writing clear and interesting and the illustrations in map, diagram and picture varied and well reproduced. There is much new material and specific details such as that of the Dartmoor farm's year, and the vessels using Poole Harbour. Although the bulk of the content is descriptive geography, models are gently and skillfully introduced, that of a holiday resort, for example, being made after the model of Turbary has been studied.

The area chosen extends rather beyond the conventional south-west, perhaps as a matter of editorial convenience. It thus permits a useful chapter on coastal features as far east as Hurst Castle spit. The level of bulk of material is at least that of a good O level class, to cover all the British Isles with this series would require generous timetabling.

This is not to deny Cyril Waterhouse's *The South West*, which is cleverly reduced in content without losing the skeletal structure to show through. The quality of both the geography and the production is again high, and the simple detail original and relevant. There is half as much of half the price.

This, then, is the book for CSE and weaker O level candidates. They will, in their own way, learn as much and be equally interested by this text. Mr. Waterhouse has hit exactly the degree of simplification needed for the average pupil without losing the ability.

Price and level apart, these books are closely comparable. Both edit the dramatic plan within the region, and in both there is a coherence which produces a regional consciousness. Both offer ample up-to-date factual material with, each at its own level, the requirement of the reader to think about it. You pay your money and you take your choice.

Stratigraphy is a part of school geography courses that is often neglected—sometimes with good reason. Learning the "geological history of Britain" requires, for most syllabuses, large amounts of rote learning and pupils often avoid questions on the topic.

This book presents an up-to-date review of the subject in an attractive manner. Each period has a double page, with maps showing the present outcrop of any system and the corresponding palaeogeography, but not superimposed—a good idea. Latest data from offshore exploration are incorporated, as is the new view of orogenic cycles from a plate tectonic standpoint. As a revision aid, or a text for a course, this book is likely to supersede all others in the field.

As a teaching text, perhaps more is called for to encourage pupils to work things out for themselves: for example, data and interpretation could be kept apart. Stratigraphy is better used as a final section in a course to help pupils revise—better revision comes from problem-solving. I have doubts about the need to teach conventional "strat" as such to most school-level courses. The syllabuses require it, but the reasons for this, in terms of educational objectives are perhaps debatable. Given the present situation, this book should at least make the task easier.

Aimed as it is for "readers beginning geology at all levels from O level to university", this book is likely to help many cope with a difficult topic.

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Paperbacks

Printing press to workshop

Bookbinding and the care of books, by Douglas Cockerell, Pitman 4.95, 273 0118/8.

It is difficult to read Douglas Cockerell's book without nostalgia. The layout, illustrations and writing itself are suggestive of an earlier period of craft activity when hand made paper was properly understood and all books were letterpress printed. Vellum was soft and smoothly supported, and utterly unlike the rough hard stuff one gets now at £7.80, a piece.

When this book was first published in 1901 the work of the "great" private presses was contributing to the general excitement of the arts and crafts revival in which W. R. Lethaby (the original editor of the series) played such an important part. In 1901 the Doves Press issued its book, Douglas Cockerell worked for a time in the Doves bindery under Cobden

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ON KEEPING MUSIC IN ITS PROPER PLACE

Towards a rationale for music in education. By Bernard Cooper

It is clearly quite possible to teach a particular pupil a musical skill—for example, to play the clarinet—and by involving him in the playing of music on his own and together in ensembles and orchestras to get him to fall in love with music, so that he comes to have a commitment to music for the rest of his life, in the great enrichment of his personal development.

Not only is this possible as a teaching task which can be demonstrably achieved but it is easy to justify it as something worth doing in the name of education. The trouble is that this individually enforced kind of skill learning (the "knowing how" of music) cannot be done en masse with groups of 35 pupils under classroom conditions.

It is true that various ways of initiating large tribes of classroom natives into the mysteries and wonders of music via "knowing how" methods have been developed. Class singing, the mass recorder lesson, Orff-for-all sessions and creative music making are among the most commonly practised and, as such, are all perfectly legitimate ways of experiencing music.

But, equally, they all have limitations and when it comes to framing a music syllabus which relates to the general considerations of the secondary school curriculum, none of these experimental activities, either collectively or individually, seems sufficiently effective in the skill learning sense to justify teaching them as ends in themselves. From a consumer point of view—with shining exceptions—such activities are prone to be treated with a certain amount of disdain.

Teachers of music in the face of the difficulties inherent in getting classes of non-practising musicians inside music in a "knowing how" sense often opt for perfectly valid reasons of good classroom management, for the much safer kind of class teaching which aims at teaching music in a "knowing about" sense. There are 64 semi-demonstrations in a scribbled and immutable way of computing the time values of the notes in between; similarly there is a difference between a key signature of five sharps and one of seven flats of critical interest to a non-practising musician; significance to a pupil whose only contact with keys has been with his backdoor at home.

Herein lies the problem: on the one hand the specific teaching aim behind many "knowing how" experiential music sessions in class is to get the pupils to experience music in terms of measurable musical achievement; on the other hand the sheer irrelevance of disembodied musical fact learning of the "knowing about" sort of music lesson seems to be increasingly obvious. When it comes to designing a place to music on the general curriculum educators worry about being able to justify it as a valid "form of knowledge".

It is all too easy to conclude that, being a "form of feeling", music is not a subject at all but merely an activity in which a teacher washes a group of pupils over with a piece of music and then asks them whether they liked it or not, and that is only benefit is that, with luck, it may send them off to their next lesson cleaner and a little more wholesome. This is simply a misunderstanding of the nature of music and only reveals how urgent is the need for some clear statements about music as music and about music in education. In fact, in view of the pressures upon the school timetable its curriculum survival probably depends upon it. As an expressive art, music's

function, in common with all art forms, is "to create forms to express the life of feeling": the way its organized sounds hang together and unfold meaning draws a performer or listener into dialogue of a special kind. The import of the statements which music makes passes beyond the logic of words but not beyond understanding: music has the power to reach down inside us and make contact with our deepest and most elemental parts. Our response to rhythm, to melody and harmony is spontaneous and strongly felt as touching on something of our selves which is pre-verbal and pre-logical. Being "carried away" by music is one way of putting it; "freaking out" is another.

The role of music in education, as appears in musical education, is to initiate pupils into such aesthetic ways of knowing, giving them the possibility not only of expressing themselves creatively as performers and composers but also of living through recreatively the images of those who have expressed themselves musically in significant ways. Thus both possibilities must be seen as active rather than passive affairs flowing from what has already been said, but this is more a question of methodology and relatively easy to attend in music the general aims of class music teaching can be agreed.

The solution to the problem of seeing music as a proper subject, study for non-practising pupils lies in taking seriously the obvious point that music, as an area of continuous and all-pervading influence in people's lives, is not confined to the acquisition of physical skills and knacks of manual performance. It has also to do with sensitive perceptions.

The development of particular looking and listening skills is as much a necessary preliminary to "knowing of" music in a meaningful sense as the development of skills of touch is a "knowing how" preliminary to the making of music. Both forms of knowing lead to the revelation of the spirit which is aesthetic experience, and music someone is given the ability to reach out, touch music and be held by it, the essential aim of music education is achieved. The transforming process begins when a pupil becomes a participant rather than a spectator.

Acquiring the visual skill of helping to follow a musical score and make sense of it in terms of

what is being heard at the time, developing the ability to hear given instruments and an orchestral texture, attuning stage of being able to capture one's own composition and achievement above the normal of untrained abilities and competence as well as musical aptitudes, ones which, further, are measurable; they are all of the sort of "knowing how" activities which can be carried out under classroom conditions which demand pupil participation in musical experiences of one or another. They also offer possibility of extending skills achievement.

"Music is a higher realm than all wisdom and philosophy. It is the wine of a new process and I am Bacchus who presumes this glorious wine for one makes them drunk with the spirit—wonder which could well seem a battle cry for all music teachers who believe in what they are doing."

It surely cannot be that heaven intended such who are practising musicians but for educated men and women, and one who fails to understand what music means fails to understand what it is to be "educated". It is a very process which philosophy counts as truly worthwhile and which curriculum reformers are spending much time trying to explain in the consciousness of these responsible folk seeing it put into effect in the chalk face.

References:
(1) Bonstetten, B. "On the Curricular and Framing of Educational Knowledge" in Young, M. Knowledge & Control, Collins 1971.
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(3) Leaver, S. "Problems of Art Knowledge" Kegan, Paul, 1976.
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(5) Reid, L. A. "Meaning in the Arts" Ch. XVII: "The Arts & Liberal Education" Allen & Unwin, 1969.
(6) Pagnier, J. TES, February 1974: "Achievement and Music".
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A memorable group from last year's Festival Programme, the Kings' Waverley Music Group from Aberdeen.

37 Resources

Science

Commissioned by Chelsea College Centre for Science Education

Ecological exercises

by John Wray and John A. Barker

Ecopack 1 Woodlice
ISBN 0 333 22391 8
£6.50
Ecopack 2 Air Pollution
ISBN 0 333 22392 6
£6.50
Published by Globe Education, Houndmills, Basingstoke RG21 2NS, Hampshire, in association with the Inner London Education Authority, Griffin Pollution Test Kit YRC-520-4 £21.00
Available from Griffin and George Ltd, 285 Ealing Road, Alperton, Wembley, HAN 11J, Middlesex.

Woodlice and Air Pollution are the first two of a series of Ecopacks to be published by Globe Education during the next 12 months. Their development was stimulated by ecology courses for practising teachers organized by the LEA at their centre at Stoke D'Abernon, Surrey. Nearly 40 teachers were involved, with the final materials being edited by Dennis Marshall, an LEA science inspector, and John Trauer, deputy principal of the North London Science Centre.

The first two ecopacks come in a stout card box, containing a pack of A4-sized printed sheets and other materials, such as a 35 mm film strip.

Ecopack 1 Woodlice is based on that ubiquitous crustacean. The woodlouse is a particularly useful organism to use for ecological investigation since woodlice can be found around most schools and their distribution readily related to their behaviour. They are quickly identified, difficult to confuse with other small invertebrates and easy to capture and maintain in a school laboratory.

Four pages of Teachers' Notes outline the suggested programme of work for four practical investigations. Information is also provided on the construction of two inexpensive pieces of equipment required for the work: a climatic chamber made from a length of plastic guttering, and a pooler.

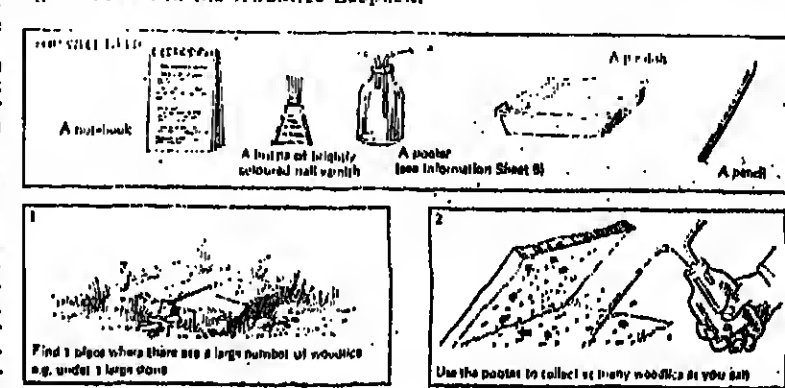
The student sheets give information on, or outline an investigation. They can be used as masters for class sets to be produced reprographically. The instructions are in clear simple language, effectively using diagrams to provide, for example, a visual list of necessary equipment.

There are two basic investigations which cover woodlice, habitats and the way their behaviour is influenced by light and humidity. In the more able children, two pieces of extension work investigate, first, the population of an area, and second, the capacity/recapture technique of marking and recapturing.

Additional material includes comprehensive notes to make two recordings of length of 35mm film. The kit includes pictures and photo frames to convert the strip into slides and a number of card sheets from which a model woodlice can be made.



Above: The Griffin Pollution Test Kit; below: drawing from an investigation sheet in the Woodlice Ecopack.



Ecopack 2 Air Pollution follows a similar format. There are two basic investigations: the solid deposit on leaves is used to assess air pollution and the lichens of an area are surveyed to estimate the levels of sulphur dioxide pollution. The information sheets provide a background to the work.

A card game reinforces the work on lichens. In this card player aims to collect a complete set of three cards showing a picture of a lichen, the name of the type and the pollution level it indicates. Material is provided for 12 colour slides illustrating four varieties of each of the three main vegetative types of lichen.

In each investigation the work is very clearly set out and sensible record sheets are provided such as tables and map squares. Basic information with examples is provided to help the pupil understand the nature of the record.

There are exciting creative touches: building a cut-out model of a woodlouse, for example, is a novel way to learn the grass morphology. But there are minor omissions: no references in the woodlouse pack and, although slides illustrating the types of

lichen are numbered, they are not identified.

The Griffin Pollution Test Kit is supplied in a foam polystyrene container measuring 41x35x17cm. It contains the following items: Handbook of 30 pages; project cards 5 sets of 3 cards; record sheets 5 sets of 2 cards; 5 white plastic dishes 27.5 x 22 x 5.5 cm; 5 hand lenses, plastic; 5 plastic wide mouthed jars; 5 petri dishes 75 mm, 3 compartments; 5 bulb pipettes; 5 test tubes; 5 test tube brushes; 5 net; 5 aquarium type 13 x 15 cm opening; 5 books pH papers 5.8-8.3; 5 books pH papers 5.2-6.7; 5 flasks; 250cm³ neophylene blue aqueous 0.1 per cent; 1 whip cord; 1 plastic graduated water cylinder.

In the sample examined there was no equipment checklist and according to the list in the handbook only certain items can be obtained as "spare parts". Additional items listed in the handbook range from a stereo microscope to a student can be entered on the record sheets.

This pollution kit is concerned solely with water pollution, a fact not noted on the handbook title page.

The instructions on the project cards are, in general, easily understood and straightforward though a larger typeface would be easier to read and would make better use of the available space. Moreover, some are difficult to understand; card 1.3, for example, refers to a non-existent "test card" to be used with the pH paper.

The instructions on card 2.1 dealing with the estimation of oxygen demand using motobionts are down-right confusing. The process biologists will be irritated by the lack of distinction between larvae and nymphs in the identification sheets and the inclusion of crustaceans and mites under the heading "Insect-like animals".

This kit will be useful to the handbook particularly for those schools having ready and safe access to freshwater. For the rest, the vast majority we believe and especially those in urban areas, the kit would be an expensive luxury. Its use explores an aspect of pollution which will seem remote to students in these schools. For them a study of air, noise and visual pollution of sites: environment would make more sense.

Readers are reminded that in a previous article (TES, February 27, 1975) the pollution study packs by Philip Harris Biological were reviewed.

Light relief

A report in these pages in November 1977 described the successful conversion, approved by West Sussex's educational technology adviser, of two common makes of overhead projector (OHP) to low voltage running.

Early estimates of the savings from using the low voltage lamp have proved conservative: the original lamp bill (24 machines in use) is running at less than one-fifth its previous level—some £20 a year, compared to over £120.

The conversion detailed in the paper relates specifically to two models of OHP: the ITM Proscribe 700 and the 3M "66" both of which use the 240v 650W (BYR) lamp in standard form. It involves installing a transformer and new lampholder (both standard projector parts) and should be successful on any make of OHP with an internal space large enough to take the parts.

The new lamp is the unbranded reliable A1/223 24v 250W, used in Kodak Cammels and Tutor-2s. It costs half as much as the old lamp, lasts twice as long at least, and is more efficient. Picture quality improves noticeably.

Conversion takes two to three hours per machine and the necessary parts currently cost a little less than £20.

Schools wishing to know more can obtain the working paper which gives full details of parts, prices and sources of supply, as well as detailed instructions. Price £1 (including postage) from AP Centre, Wedd School, Billingshurst, West Sussex RH14 9BY.

Literacy pack
Seven days a week. Some ideas for help with day-to-day literacy problems have proved a godsend to adult literacy tutors, remedial teachers in secondary schools and teachers of the handicapped. It was first produced by the Frobenius Institute in London in 1976 and has now been republished and is available through Limited Issues. The pack is made up of sheets on which, for example, traffic signs, forms, bills, volumes and measurements are illustrated. Subjects include: form and letter writing, filling in cheques, the 24-hour clock, using the London underground, buying and cleaning clothes, reading television and radio programmes, use of telephone directories, train timetables, following a road map and reading bills. There are practice exercises and suggestions for further work.

The price is £1.25 plus 25p for packing and postage, a pack, from Limited Issues, 88 Long Acre, London WC2E 9JT.

Careers quiz
Quizzes, picture puzzles, crosswords and other brain teasers are used in The Second Job Quiz Book produced for Career Research and Advisory Centre by Tony Crowdy. The aim of the book is to arouse curiosity about the world of work and an interest in the skills and aptitudes necessary for different occupations. A categorized job interest guide is included, along with a series of short tests for pupils to check how much they really know about the jobs.

The Second Job Quiz Book costs 50p and is obtainable from the Hobsbaw Press at Broomfield Street, Cambridge.

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38

Breaking the monopoly

Derek Crossland and Mike Leese

describe an innovatory scheme which is attracting

into higher education students

who have not taken the conventional examination route

Several colleges throughout the north-west of England have formed an Open College Federation in association with Lancaster University and Preston Polytechnic. The course is intended to offer to mature part-time students a route into higher education other than by taking O and A level exams, and also to provide courses of study worth taking for their own sake, by those who do not wish to proceed to higher education.

The newly created Open College Federation of the North West branches the traditional General Certificate of Education system, which for nearly 30 years has determined the entry qualification of applicants to universities, polytechnics and colleges teaching at degree level.

Charles Carter, vice-chancellor at Lancaster University, has said: "We hope that the interest shown in the open college courses by applicants, colleges and local authorities in the region will continue to develop. We see the courses not only offering a valuable alternative to O and A level examinations, but also providing a programme of studies worth taking for their own sake."

The colleges directly involved so far are: West Cumbria College, Accrington College, Lancaster College of Adult Education, Lancaster and Morecambe College of FE, Burnley College of Arts and Technology. The other colleges to join the federation in September will be: Blackburn College of Technology and Art, Skelmersdale College, Leigh College.

There has also been widespread interest shown by educational establishments, both from within and outside the United Kingdom. So far, more than 70 inquiries have been received for information, one from as far away as Wegge Wegge, New South Wales.

Mainly educationists have considered for a long time that O and A levels are an inappropriate form of education, particularly for adults. In the first place, adults come into O and A level part-time classes and are expected to have the skills necessary to learn effectively, even when they have been out of the mainstream of education for a number of years. This is, of course, presuming that they had developed such skills in the first place.

Second, the examinations are a cross between a memory test and a lottery, and are seen as such. Third, there is little scope for adults to apply their own broad experiences in a systematic way. Finally, they are a very imperfect prognosticator of performance on courses in further education.

David Moore, principal of Nelson and Colne College, said the courses were pioneered by his college with the aim of breaking through the A level monopoly. "A levels are not appropriate for adults in the majority of cases, as they are designed to follow a five-year school course and are aimed at 16 to 19-year-olds. In full-time courses, mature students need more flexible learning opportunities and are capable of coping with many different approaches."

It was with these special needs of adults in mind that the course was designed; with a particular emphasis throughout on learning how to learn.

The courses have been initially developed by Nelson and Colne College in close consultation with the University of Lancaster and Preston Polytechnic. They are administered by a committee, with representation from associated institutions and local, regional and national educational authorities, which is responsible to the university senate and academic board at the polytechnic.

The course is more accurately seen as a programme of units, which can be completed at any time. The complete course consists of six units. Students take four units at stage A, which includes an introduction to study techniques and scientific method. (These two units are recommended by the Open University as a preparatory course.) Stage A units provide a foundation of skills, methods and concepts for the student and also act as an indicator of the suitability of the student for stage B, where students select from a wide range of options, which are studied in greater depth. Stage A units have 50 hours of tuition for the group, but that half a year or less; stage B units involve 100 hours for the group and last the whole year.

The units draw on ideas from several disciplines and do not, in many cases, fit the orthodox subject divisions found in O and A level exams. They are designed whenever



Students at Nelson and Colne College

have a second chance

to learn about study techniques

possible to relate to the mature student's experience of life through practical work and case studies.

Each unit has developed its own study pattern. Of the 50 hours, for example, in a stage A unit, some 35 are usually used for full group working, two and a half hours in college a week, the remainder are occupied by individual or small group tutorials. Some units feature visits, full day sessions and field work. It has become increasingly obvious that, by offering varied learning formats, we are reaching a wider section of the population.

Students are examined at stage B over a range of abilities and by various methods which include continuous assessment based on course work, projects which can be tailored to individual interests; and seen and unseen exam papers—the important consideration here is that they are being examined on what they have been taught. The shortest time possible to complete the whole course is two years. Two stage B units will be followed, as equivalent to two A level papers, for the purpose of entry to degree courses at Lancaster University, Preston Polytechnic and the associated colleges.

The courses started at Nelson and Colne in April, 1976, with 59 students and there are currently more than 150 students on the courses. During the two years the course has been running, more than 350 people have been on one or more units. Female enrolment has been considerably higher than male enrolment.

The students enrolled on the course have a wide variety of occupations including manual, professional, managerial, skilled, semi-skilled and clerical work, housewives, unemployed people, teachers, housewives and unemployed people.

The reasons given for attending the course are equally varied: some want qualifications for a future career, others are using it as a preparatory course for the Open University.

A number are attracted by a particular topic that is available, while others feel the need for some mental stimulation. Two groups stand out: women who were vegetating at home, who expressed concern on the interview at their increasing lack of confidence and their growing inability to concentrate for any length of time; the other group are those who are attracted because it is an adult course.

In many cases they have started to attend O level classes but have been put off by the predominance of young people in the class. On analysis of the statistics, it appears obvious that a large number of adults are being attracted into college that would not otherwise have been there.

Of the number of people, so far analysed, that did not re-enrol on the course, a third went on to the Open University and other courses. Other reasons were: domestic problems, too difficult to find a particular unit, only wrong type of course, pregnant, etc. The second largest group gave their reason as "not enough time". This is rather vague and reinforces the feeling that some in-depth research is needed to ascertain what has happened with this open college students that have been on the course so far.

In reply to the questionnaire one woman gave her reason as "combined circumstances (1) adverse weather, (2) no car for two weeks, (3) attended the week after first session had ended and could find no one, (4) two weeks holiday in February. It seemed easier not to bother!" We are still trying to categorise her.

The high number of students that have enrolled for only one unit over the two years indicates the crucial role that promotion has played in the success of this scheme. Experience has shown that the promotion of the course must be active, enterprising and continuous. Apart from the local publicity, a number of other techniques have been used. For example, the course has been marketed

in shopping centres and public libraries using attractive display stands. This approach has resulted in a steady flow of inquiries, the past adult education has tended to be based on demand; we have reversed the tendency and taken steps to create demand.

A personal approach has been adopted in the enrolment of students. The name of the person to contact is displayed prominently on all the advertising literature. Prospective students are given a personal interview—this can be arranged by post where possible. It is done by telephone where an interview can take a few minutes but is time-consuming when it involves selling someone on their career prospects.

This personal approach is also employed once the student starts the course. The tutor and the organizers are always available to help with inquiries and to help the student to find a unit to study. At the end of the course, a careers evening is held in college with representatives of the university, polytechnic and associated colleges to answer questions on courses available. This part of the process will be thrown open to any adult in the area who wish to come in for information and advice.

A further expansion of the scheme is planned for the near future. The Nelson and Colne College is subsidizing the production of two stage A units, study techniques and scientific method in a distance learning format. This material will not be used for teaching by correspondence but will be used in conjunction with face-to-face and seminar groups. If this pilot is successful, other units may be presented in correspondence form.

Derek Crossland and Mike Leese are the college organizers, Nelson and Colne College.

The T.E.S. goes to work.

The TES now provides on its "School to Work" page each week, specialist news coverage of the developing – and controversial – relationship between education and industry and the transition from school to work.

Industry and education need to know about each other. They also need to keep tabs on the rapidly growing activities of the agencies and organizations, public and voluntary, that deal with young people.

The "School to Work" page supplements the attention being paid throughout the paper to the needs and interest of industrial trainers, careers specialists, youth workers, and all those concerned with equipping the young for a full adult role.

The Times Educational Supplement's coverage of education has always been broad, and it has regarded industrial training and youth affairs as part of its field. In the past two years the growing national and professional concern, has been reflected in the increased space and prominence given throughout the paper to these matters. The most important developments and initiatives by central government and others, such as the new national programme for school leavers, are often disclosed or foreshadowed in the TES before you can learn about them from any other source.

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HEADSHIP

Applications are invited for the headship of this school which becomes vacant in January, 1979. Roll approx. 230. Burnham Group 4. Salary £5823-£6510 (subject to statutory approval) plus £402 London Allowance. S.A.E.

For application form and further details from the school. Closing date 21 July, 1978.

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ST AUGUSTINE'S RC (JM&I),
Disbrow Road, Hammersmith,
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Headship

Readvertisement

Head Teacher required for January, 1979, following the retirement of the present Head. Burnham Group 4 plus London Allowance.

Application forms obtainable from the school and returnable to the Chairman of the Managers, St. Augustine's Priory, Fulham Palace Road, London W6. Closing date for return of completed application forms 21 July.

HEADSHIP

GROUP 5

BROOKSWARD COUNTY MIDDLE SCHOOL

We are seeking a person with initiative and drive to take up this challenging post in the New City of Milton Keynes from January 1979. This is a new 320-place middle school designed for the 12 to 16 age range. Experience with younger children is desirable as initially the school will cater for 5 to 12-year-olds until a new first school is built in the area.

Subject to the County Council's regulations, removal expenses up to £150 and board and lodging allowances will be payable.

Please send a stamped addressed envelope for full details including a sketch plan of the school and application form to the Divisional Education Officer, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY.

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EDUCATION DEPARTMENT

PRIMARY SCHOOLS
(Re-advertisement)

Head Teacher

GROUP 5

CROSSGATES COUNTY PRIMARY SCHOOL
280 on roll aged 4-11 years

This new school was opened in Open Plan premises in September, 1975 under a Headmaster who has now been promoted to a larger school. It serves a developing area of private housing in the present suburb of Rochdale. Previous applicants need not re-apply as their applications will be automatically considered.

Application forms and further details are available on request of a stamped addressed envelope from the Chief Education Officer, Education Department, Municipal Buildings, Middleton, Manchester M20 4BA, to whom they should be returned on completion.

PRIMARY
Scale 2 Posts
continued

KENT

EDUCATION DEPARTMENT

Applications are invited for the following posts, in addition to any other applications submitted by the following schools:

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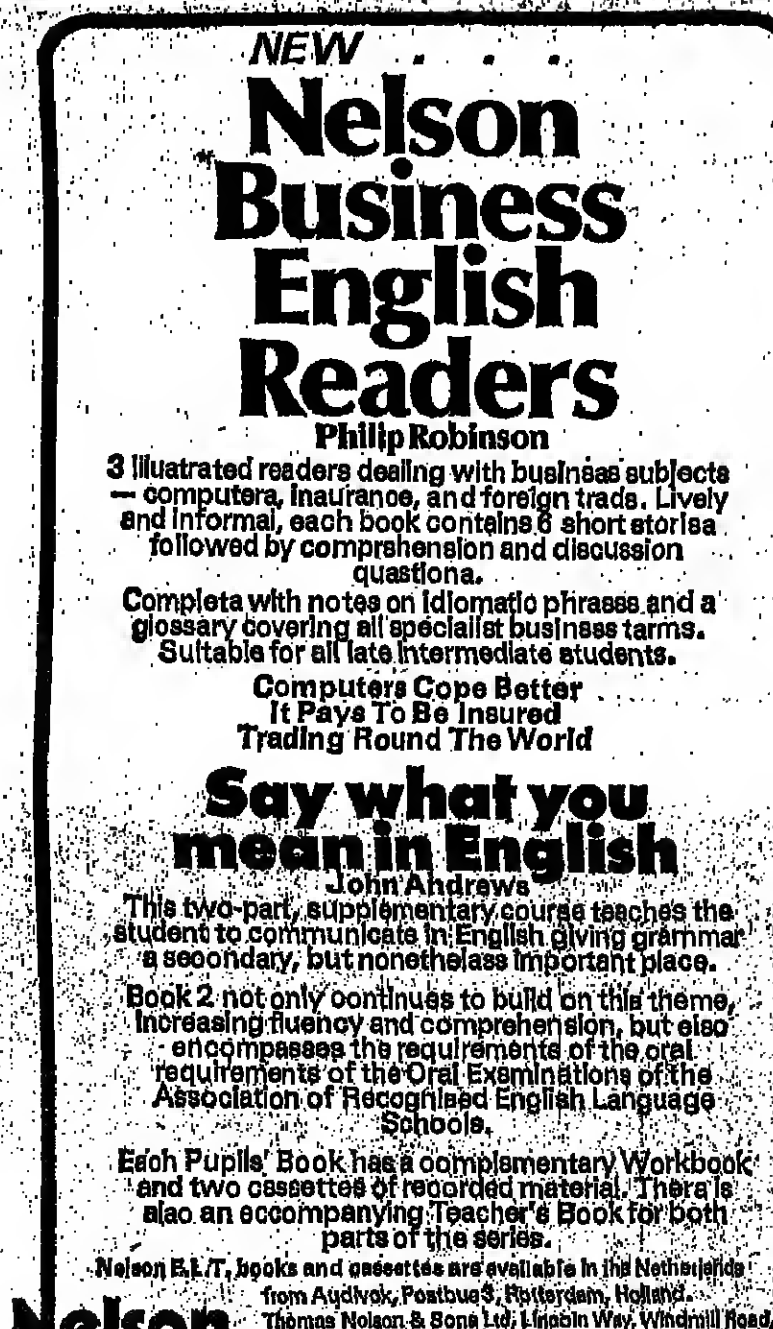
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Salaries at these levels are normally well over 20 per cent more than in primary schools and significantly higher than in the re-

sities is that all college staff mem-

The unique nature of Dutch higher education is well illustrated by the answer that has been given from the Education Ministry proposal last degree for new four-year first-degree courses followed by one to two years' specialized courses for the top 40 per cent graduates.

The proposal is designed to bring Dutch universities into step with the Western model of higher education and the present needs of Dutch society.

The explosive growth in demand for higher education, coupled with its high cost and the increasing competition from other institutions, has led by Arie Pais, the Dutch Minister of Education, to take a firmer stand in demanding the restructuring of university courses than any of his predecessors.

His plans for a two-phase structure, which will be cheaper and less sufficient, will be more widely sought for by the requirements of commerce and industry, have met with fierce opposition throughout the Dutch academic world.

The need for change has been recognized since the mid-1960's and the debate as to the final nature of the new structure is still going on after over a decade. Feelings have often run high, with senior academics accusing the government of the day of crude bullying, and Ministers being convinced that their plans, approved by Parliament, were being subverted by university teachers determined to protect their privileged status quo at the expense of the general good.

First-degree courses now take the average student seven-and-a-half years to complete, contain a significant research element for all, and have about rates in most departments of over 25 per cent.

If the universities are to main-

over 88,000 guilders and full professors 112,000 guilders. Professors may continue working on full salary until the age of 70, and pensions are sufficient to put a person at the last year's gross income. The average annual Dutch wage stands at 30,000 guilders.

Both the previous Socialist-Christian Democrat coalition and the present liberal-Christian Democrat government have made it clear that the inflation-adjusted global sum for university support will not be allowed to increase further.

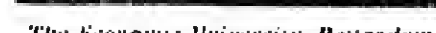
The 13 main institutions which provide university education can be divided into three groups: first, the universities of Leiden, Groningen, Utrecht, Rotterdam and the city of Amsterdam and the new University of Limburg, which either have a full range of faculties or, as in the case of Limburg, plan to do so.

Second, the technological high schools of Delft, Eindhoven and Enschede, which, together with the Agricultural University of Wageningen, concentrate on the training of engineers to university level in a broad range of technological faculties.

Third, there are the universities which are of religious origin, the Free University of Amsterdam (it is Protestant and "free" of Catholic influence historically), the Catholic University of Nijmegen and the Catholic University of Tilburg, which are, like the first group, arts, social science and science faculties.

Alluxward the first degree of *doctorandus* end/ot *ingenieur*. Graduation to a doctorate usually takes place after some years of professional work when a thesis is orally defended in the form of a medical *defensie* (trial).

Mass Higher Education, has gone even further, by arguing that the



The Economic University, Rotterdam, universities must alter their courses in such a way to make them more susceptible to the needs of the colleges. The degree level. He emphasises, that for many jobs now taken by graduates the research training is not needed.

Form of selection by examination for two-thirds of university applicants as well as the retention in the lottery for one-third would be a radical innovation at the end of the first year of study, who would go on for a further three years of university and who would

vocational colleges.

Training for research, university and higher secondary teaching and the medical professions would be restricted to the most successful 40 per cent who would do two years' extra studies after the examinations ending the initial four-year degree study.

The crucial question now facing the Dutch tertiary system is whether, in the face of fierce opposition from dons and parents, the government has the will to translate these reforms from rhetoric to

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Dutch treats

by Patricia Sasse

Ryedale School is an 11 to 16 comprehensive of about 500 pupils in rural North Yorkshire. French and German are taught and there is a European studies course in the second and third years for pupils of a wide range of ability. Those wishing to go abroad for language practice are very well catered for by the Yorkshire Exchange Committee and the Anglo-Austrian Society.

Such opportunities are ideal for pupils who can cope with three weeks in a foreign country but are not suitable for younger children who may also be nervous about the language. Moreover, many families cannot afford a school holiday trip. So we looked for an inexpensive way of getting children abroad for a few days, giving them the support of a group, as well as individual contact with private families. The country should be easy to reach and the food should not be too startlingly different from our own. The chosen place should form part of our geography syllabus and be a member of the Common Market. The Netherlands was an obvious choice.

The Central Bureau for Educational Visits and Exchanges put us in touch with the Morgenstern

Maven School on the outskirts of The Hague. It is a school very similar to ours in style, but has only 300 pupils.

The experience gained from the first group visit in 1976 has enabled us to improve later arrangements. We have chosen early October as our exchange period as ferry rates are cheaper, the weather is usually good and many attractions are still open. The group arrives on a Wednesday morning and leaves on the following Monday.

On our last visit we spent some of the time on geography projects for which work sheets had been prepared beforehand. For the Polders we went to the new town of IJmuiden where we were impressed by the duck planting of shrubs and screening plants which make new buildings in Holland so much less raw. Nearby we visited the Fokker exhibition and information centre where drainage and land reclamation are explained very clearly. We were shown two films in English on the story of dyke building.

We visited Rotterdam and toured the docks by boat, seeing ship-building and repair and the large container port. We also visited the extensive demonstration farm at

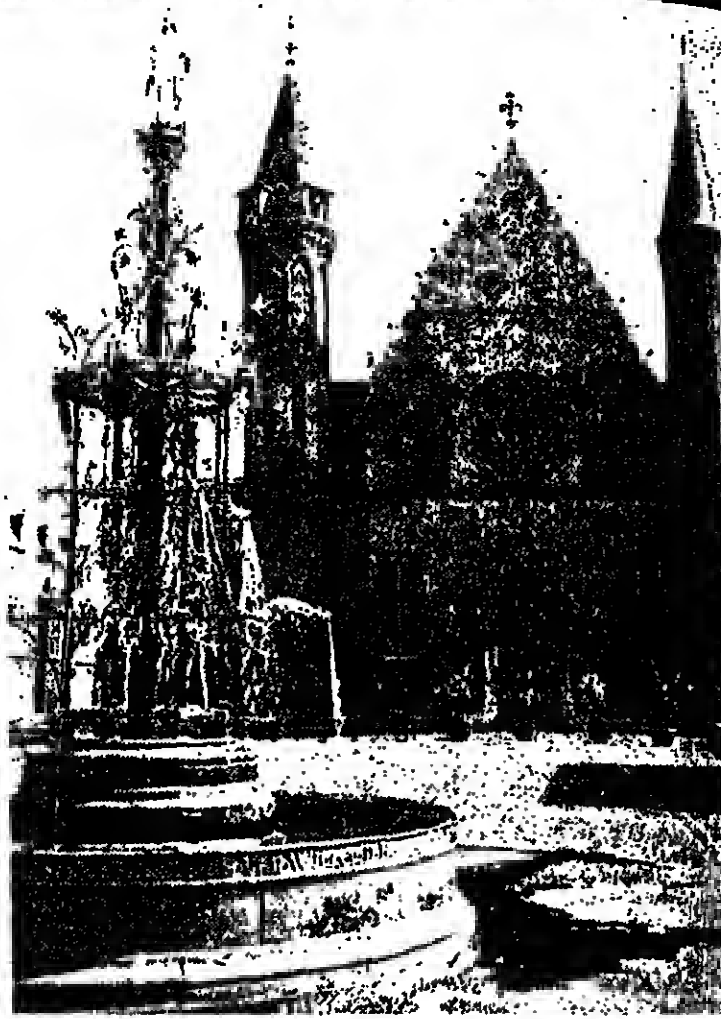
Flevoland which was of particular interest to many of our pupils with their farming background. Here they were handicapped by the lack of equipment in English, though the exhibits are well laid out and there are many working models.

Next time we intend to draft work sheets on certain aspects of the display—milk and root crops, perhaps—which pupils can then concentrate on. Everyone enjoyed looking at the live stock and seeing the various methods of housing and feeding. There is a covered walkway which leads the visitor through the display, making it a good place to visit even on a wet day. The complex includes a restaurant, cafes and small shops.

Other excursions included the miniature village of Madurodam and the Binnenhof in The Hague where we had a slide show in English and visited the Parliament's debating chamber.

We went to a flower auction at a growers' cooperative. Even the boys were impressed enough by the breathtaking array of flowers to buy bouquets on their last day to take home. Our Dutch partners joined us for a trip on the Amsterdam canal and to Vondelpark.

As each day was carefully planned to interest and occupy everyone we found the whole exercise much less exhausting than the usual school visit. We took 42 pupils with three staff and the major effort was the detailed preparation beforehand. The cost in each child was £35, which included everything except passport and pocket money.



The Knights' Hall in the Binnenhof, The Hague, seat of the Dutch parliament.

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John Grefton on a serious rival to Donald Duck

Comic view of the Third World

The mostly widely read comic in Holland is published by the information department of a government ministry. Called *San-San*, it is written by half a million Dutch children—100,000 more than those who buy its nearest rival, *Donald Duck*. But, unlike traditional comics, it reads to be read by the whole family; and it is also used as resource material in schools.

Also, unlike other comics, it is free, though children have to put themselves on a subscription list to get the 10 issues a year. Moreover, it has an openly political and moral purpose: to raise the consciousness of Dutch children about the Third World.

The 1.5m guilders (nearly £300,000) which it costs to produce represents 0.05 per cent of the Ministry of Overseas Development's total aid budget, which is itself higher, in relation to gross national product, than any other European country's except Sweden.

Aimed at primary school children, every issue contains a colour spread picture and all articles are amply illustrated with photographs and drawings. There are two serials, one of which tells the story of Bart, a Dutch boy who finds himself travelling all over the Third World, while the other is about a Moroccan girl, Farida, the daughter

of a "guestworker" in Holland. Farida, though, is now being replaced by an Indian girl in Peru.

The first issue appeared in January 1975, when 30 copies were sent to 8,000 or so primary schools. The children didn't have to buy it, but merely fill in an order form. After that, the schools were not involved; copies were sent direct to subscribers' homes. Circulation quickly rose to over 300,000, and a similar exercise with the primary schools this year—inspired, with the cooperation of the Ministry of Education, on a more complete list—produced another 170,000 orders.

The original initiative came from Bob van Ooseland, a former juvenile working in the Ministry's information department, and Dody Dony, a freelance designer. For van Ooseland, the main subject was simply to help with acceptance for the money—1 per cent of GNP—that his department spends. Dody Dony's main interest was in developing something with popular appeal that could still get an unusual message across.

Eighteen months ago the team decided to launch an adult version. Called *Troef* (Troops), it was aimed at the women's magazine market and, unlike *San-San*, appeared every two months on the bookshelves. True to the proselytising image of its editors, *Troef* has carried

articles on the opium trade in Thailand and on who profits from fluctuations in the price of oil. It has also carried more sober topics like employment and development policy. Selling at the equivalent of 20p a copy, it was hoped that it could become self-supporting; in fact, it is still heavily subsidised.

Most of its 20,000 readers are the 18 to 35 age group. Clearly, the young Dutch citizen of today, at the *San-San* readers who are citizens of tomorrow, both want to know, and are being told, a lot more than their equivalents in other countries about the relations between richer and poorer nations.

Van Ooseland and Dody Dony believe that you can get people to read anything—about their own country, about the sexual revolution, about the sexual revolution, about the sexual revolution. It is packaged right, with funny stories and recipes. Lots of photographs, too; that way, they say, the text can be understood without the message.

The formula seems to work. It helps the Dutch feel especially about their colonial past; perhaps they are genuinely interested in their money is being spent on their behalf. But probably the real reason lies in their intense nationalism—the same combination of hard work and good works that helps the Afrikaner culture. At van Ooseland puts it in Holland, the Catholics are Calvinists.

San-San and *Troef* have arrived a change of government. The new Conservative Minister, Mr. J. M. Lubbers, has even allowed *Troef* to start advertising. He has also allowed it to leave out of government offices. In The Hague, the typical Institute for Development Aid, Mr. J. M. Lubbers, Minister for Development Aid, told me that, in concentrating on the previous decade, we students of the children, the housewives, the workers, the teachers, the... them, *San-San* and *Troef* fill the gap.

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Especially high personal qualities will be required. It would be an advantage if candidates could offer Maths, and/or Science, but emphasis in this first instance will be placed on the ability to handle the pastoral care role.

Hollywell School, Community Centre, Florence Road B21 6HN. Teacher for HANDICRAFTS, required for lunch Woodwork, Metalwork and similar crafts. Scale 2 post available for suitably qualified and experienced applicant.

Portland School, Portland Road, Edgbaston B15 6LR. Scale 2 post. N.E.O. School. Experienced teacher needed to be responsible for the subject in a five department. C.S.E. and 'O' level courses established. S.P.A.

Oxenbridge School, Moseley B13 8DS. Mixed Comprehensive, 800 pupils. Scale 2 available according to experience. Well-qualified teacher for English and Geography. Some excellent work for English and Geography. Some excellent work for English and Geography.

VOLUNTARY AIDED SECONDARY SCHOOLS
SCALE 2 POSTS & ABOVE

St. Thomas Aquinas R.C. School, Wyndham Lane, Kings Norton B38 5AA. Required for September 1978 (earliest if possible): At Scale 2; well-qualified graduate in the charge of the teaching of Economics throughout the school. O'level and A'level courses are well established in this co-educative school. Catholic preferred.

Application forms may be obtained from the Clerk to the Governors, c/o the school, to whom they should be returned as soon as possible. Please give the names of two referees when writing initially.

COUNTY SECONDARY SCHOOLS
SCALE 1 POSTS

Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to Head of the school as soon as possible, together with the names of two referees and a S.A.E.

Soldmore School, St. Michael's Road, Bullion Coldfield B73 8BV. (12-18 Mixed Comprehensive School, 750 pupils). Required for September 1978: Teacher of CHEMISTRY, with some MATHEMATICS. 'A' level teaching is available for a suitably qualified person. Willingness to assist in out-of-school activities an advantage.

Grant Over School, Aldridge Road B44 8NU. Required for September 1978: Teacher of WOODWORK.

(a) Teacher of MATHEMATICS to 'A' level standard. Computer Science may be required of one of the successful candidates.

(b) Teacher of GEOGRAPHY to 'A' level. (Including meteorology and climatology).

(c) Teacher of CHEMISTRY to 'O' level.

Handsworth Hall School, Claythorne Avenue, Handsworth Wood B20 1HL. Required for September 1978: a person to teach METALWORK or WOODWORK. A balanced candidate will be given to qualified teachers, applications from suitably experienced people without any formal teaching qualifications welcomed for a possible appointment as an instructor. Enquiries to Head Teacher: 021-358 5001.

Handsworth New Road School, Winton Green B15 4PD. Assistant teacher required to join a team of six in the go-ahead craft department. Applicants must be able to offer both WOOD and METAL throughout the school and be capable of teaching the full range of craft subjects to the Lower School. Qualities of enthusiasm and commitment to multi-racial teaching essential.

Kings Norton School, Solihby Oak Road B38 1WV. Required for September 1978: Assistant teachers of basic subjects to teach O.S.E. level required to work on experimental school/level for students. Only experienced teachers should apply.

Longmeadow School, Longmeadow Crescent, Sharn End B76 7NB. Required for September 1978: MATHEMATICS teacher.

Queensborough School, Moseley B13 8DS. Mixed Comprehensive, 800 pupils. Required for September or January, well-qualified teacher for SPANISH and FRENCH. Spanish is taught to O.S.E. level and French, which is the main foreign language, is taught to O.S.E. and C.E. level.

Selling School, Reddlesham Lane B8 8RX. Large academic Sixth Form. Required September 1978.

(a) Teacher for PHYSICS or GENERAL SCIENCE.

(b) Teacher for HISTORY or HISTORY/GEOGRAPHY.

St. George's School, Sheldon Heath Road B28 2RZ. Required September 1978: Teacher of SCIENCE. Specialist in Chemistry or Physics preferred.

Ward Road Hall School, Northfield Road B6 2DH. Required September 1978: Part-time teacher of FRENCH. Mainly junior forms. Phone: 021327 4025.

Washwood Heath School, Burnley Lane, Stachford B8 2AB. Required September 1978.

(a) Teacher of MATHS.

(b) Teacher of CHEMISTRY/SCIENCE. Large, well-adapted dept. with 10 laboratories. Would include Sixth Form and level 2/3/4/5/6/7/8/9/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/100/101/102/103/104/105/106/107/108/109/110/111/112/113/114/115/116/117/118/119/120/121/122/123/124/125/126/127/128/129/130/131/132/133/134/135/136/137/138/139/140/141/142/143/144/145/146/147/148/149/150/151/152/153/154/155/156/157/158/159/160/161/162/163/164/165/166/167/168/169/170/171/172/173/174/175/176/177/178/179/180/181/182/183/184/185/186/187/188/189/190/191/192/193/194/195/196/197/198/199/200/201/202/203/204/205/206/207/208/209/210/211/212/213/214/215/216/217/218/219/220/221/222/223/224/225/226/227/228/229/230/231/232/233/234/235/236/237/238/239/240/241/242/243/244/245/246/247/248/249/250/251/252/253/254/255/256/257/258/259/260/261/262/263/264/265/266/267/268/269/270/271/272/273/274/275/276/277/278/279/280/281/282/283/284/285/286/287/288/289/290/291/292/293/294/295/296/297/298/299/300/301/302/303/304/305/306/307/308/309/310/311/312/313/314/315/316/317/318/319/320/321/322/323/324/325/326/327/328/329/330/331/332/333/334/335/336/337/338/339/340/341/342/343/344/345/346/347/348/349/350/351/352/353/354/355/356/357/358/359/360/361/362/363/364/365/366/367/368/369/370/371/372/373/374/375/376/377/378/379/380/381/382/383/384/385/386/387/388/389/390/391/392/393/394/395/396/397/398/399/400/401/402/403/404/405/406/407/408/409/410/411/412/413/414/415/416/417/418/419/420/421/422/423/424/425/426/427/428/429/430/431/432/433/434/435/436/437/438/439/440/441/442/443/444/445/446/447/448/449/450/451/452/453/454/455/456/457/458/459/460/461/462/463/464/465/466/467/468/469/470/471/472/473/474/475/476/477/478/479/480/481/482/483/484/485/486/487/488/489/490/491/492/493/494/495/496/497/498/499/500/501/502/503/504/505/506/507/508/509/510/511/512/513/514/515/516/517/518/519/520/521/522/523/524/525/526/527/528/529/530/531/532/533/534/535/536/537/538/539/540/541/542/543/544/545/546/547/548/549/550/551/552/553/554/555/556/557/558/559/560/561/562/563/564/565/566/567/568/569/570/571/572/573/574/575/576/577/578/579/580/581/582/583/584/585/586/587/588/589/590/591/592/593/594/595/596/597/598/599/600/601/602/603/604/605/606/607/608/609/610/611/612/613/614/615/616/617/618/619/620/621/622/623/624/625/626/627/628/629/630/631/632/633/634/635/636/637/638/639/640/641/642/643/644/645/646/647/648/649/650/651/652/653/654/655/656/657/658/659/660/661/662/663/664/665/666/667/668/669/670/671/672/673/674/675/676/677/678/679/680/681/682/683/684/685/686/687/688/689/690/691/692/693/694/695/696/697/698/699/700/701/702/703/704/705/706/707/708/709/710/711/712/713/714/715/716/717/718/719/720/721/722/723/724/725/726/727/728/729/730/731/732/733/734/735/736/737/738/739/740/741/742/743/744/745/746/747/748/749/750/751/752/753/754/755/756/757/758/759/760/761/762/763/764/765/766/767/768/769/770/771/772/773/774/775/776/777/778/779/780/781/782/783/784/785/786/787/788/789/790/791/792/793/794/795/796/797/798/799/800/801/802/803/804/805/806/807/808/809/810/811/812/813/814/815/816/817/818/819/820/821/822/823/824/825/826/827/828/829/830/831/832/833/834/835/836/837/838/839/840/841/842/843/844/845/846/847/848/849/850/851/852/853/854/855/856/857/858/859/860/861/862/863/864/865/866/867/868/869/870/871/872/873/874/875/876/877/878/879/880/881/882/883/884/885/886/887/888/889/890/891/892/893/894/895/896/897/898/899/900/901/902/903/904/905/906/907/908/909/910/911/912/913/914/915/916/917/918/919/920/921/922/923/924/925/926/927/928/929/930/931/932/933/934/935/936/937/938/939/940/941/942/943/944/945/946/947/948/949/950/951/952/953/954/955/956/957/958/959/960/961/962/963/964/965/966/967/968/969/970/971/972/973/974/975/976/977/978/979/980/981/982/983/984/985/986/987/988/989/990/991/992/993/994/995/996/997/998/999/1000/1001/1002/1003/1004/1005/1006/1007/1008/1009/1010/1011/1012/1013/1014/1015/1016/1017/1018/1019/1020/1021/1022/1023/1024/1025/1026/1027/1028/1029/1030/1031/1032/1033/1034/1035/1036/1037/1038/1039/1040/1041/1042/1043/1044/1045/1046/1047/1048/1049/1050/1051/1052/1053/1054/1055/1056/1057/1058/1059/1060/1061/1062/1063/1064/1065/1066/1067/1068/1069/1070/1071/1072/1073/1074/1075/1076/1077/1078/1079/1080/1081/1082/1083/1084/1085/1086/1087/1088/1089/1090/1091/1092/1093/1094/1095/1096/1097/1098/1099/1100/1101/1102/1103/1104/1105/1106/1107/1108/1109/1110/1111/1112/1113/1114/1115/1116/1117/1118/1119/1120/1121/1122/1123/1124/1125/1126/1127/1128/1129/1130/1131/1132/1133/1134/1135/1136/1137/1138/1139/1140/1141/1142/1143/1144/1145/1146/1147/1148/1149/1150/1151/1152/1153/1154/1155/1156/1157/1158/1159/1160/1161/1162/1163/1164/1165/1166/1167/1168/1169/1170/1171/1172/1173/1174/1175/1176/1177/1178/1179/1180/1181/1182/1183/1184/1185/1186/1187/1188/1189/1190/1191/1192/1193/1194/1195/1196/1197/1198/1199/1200/1201/1202/1203/1204/1205/1206/1207/1208/1209/1210/1211/1212/1213/1214/1215/1216/1217/1218/1219/1220/1221/1222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/2223/2224/2225/2226/2227/2

Secondary Vacancies

The Authority would be pleased to receive applications from experienced teachers who are qualified in the following subjects:—

Design and Technology Home Economics Needlecraft

Appointments will be made to a scale 1 post in the Authority's general teaching service, Inner London Allowance (£402) payable in addition to the Burnham salary.

For the appropriate application form please write to the Education Officer (TSB), The County Hall, London SE1 7PS, stating whether the application is for a first appointment or not, or you are welcome to telephone 01-433 8101 for further details.

Methropolitan Borough of Rochdale

EDUCATION DEPARTMENT

SPECIAL EDUCATION

HEYWOOD TUTORIAL CENTRE
NEW CHURCH SCHOOL
Pine Street, Heywood OL10 1AE
Tel.: Heywood 86548

SCALE 1

plus Special Clee Allowance.
Required to be part of a team of 3 teachers and 1 N.N.E.B., with 1 Teacher-in-Charge, and maintaining close contact with the Education Psychologist, for a small Tutorial Unit in Heywood, which provides for children of primary age range with behaviour problems. Maximum number on roll, 24.
The successful applicant needs to be capable of remedial teaching and of developing an insight into behavioural problems. This post offers valuable experience for anyone wishing to make a career in this aspect of education.

Application forms (please enclose a completed stamped addressed envelope) are available from the Chief Education Officer, Education Department, Municipal Buildings, Manchester Old Road, M24 4EA, to whom they should be returned on completion. Closing date: Monday 24th July 1978.

MIDDLE

ST. WILFRED'S R.C. (10-13)
Holstein Avenue, Rochdale OL12 8OL.
Tel.: Rochdale 40863
RE-ADVERTISEMENT

MUSIC

Required for September next or January 1979.
Scale 2 post available for suitable candidate, but College leavers are invited to apply.
Application should be by letter immediately to the Head Teacher at the school, giving details of age, qualifications and experience, together with the names and addresses of two referees.
Previous applicants who have applied will be automatically re-considered.

HIGH

SIDDA MOOR (11-18)
Newhouse Road, Heywood, Heywood OL10 2NT.
Tel.: Heywood 86438
RE-ADVERTISEMENT

SCALE 1

PHYSICS

Within the Faculty of Science.
Sixth form work available for suitable candidate.
Application forms (please enclose a completed stamped addressed envelope) are available from the Head Teacher at the school, to whom they should be returned on completion. Closing date: Monday, 24th July 1978.

MOORHOUSE HIGH (14-18)
Karnock Lane, Middleton, Manchester M24 2DG.
Tel.: 061-848 5116
RE-ADVERTISEMENT

Required for September next at this Mixed Senior High School with 600 currently on roll and a complete range of examination courses.

(1) SCALE 1 COMMERCE

The vacancy is caused by the promotion of the present holder. The school has a well-established department with an excellent record in all public examinations in typewriting and shorthand.

(2) SCALE 1 TEMPORARY ENGLISH

A range of examination work is available. The appointment is for one term.
Applications for both posts should be by letter immediately to the Headmaster at the school giving details of age, qualifications and experience, together with the names and addresses of two referees. Closing date: Friday, 14th July 1978.

Educational Appointments

All the following posts are required for September, 1978.

WILLOWGARTH HIGH SCHOOL
Barnley Road, Grimehopra, Barnsley
(11-18 Mixed Comprehensive)
Headteacher: W. D. Toimen

TEACHER OF MATHEMATICS

with ability to teach to 'A' level (Scale 1).

TEACHER OF RE AND ENGLISH

Scale 1. Sixth-Form work available for suitable candidate.

WORSBROUGH HIGH SCHOOL
Ardley Road, Worsbrough Dale, Barnsley
(11-18 Mixed Comprehensive)
Headteacher: S. Hughes

TEACHER OF BOYS PE

(Scale 1.) An ability to teach Mathematics in the Lower School desirable.

PENISTONE GRAMMAR SCHOOL
Penistone, Sheffield
(1,500 Mixed Comprehensive)
Headteacher: M. A. Bond, BA

TEACHER OF SLOW LEARNING CHILDREN

(Scale 1) to work mainly in the Remedial Department to teach General Subjects. The post would suit a Primary/Middle school trained teacher. Proficiency in teaching reading skills and/or basic Mathematics an advantage.
For the above posts please apply to the Headteacher at the school concerned giving full curriculum vitae and two referees (S.A.E. please).

BARNESLEY
Metropolitan Borough

LONDON BOROUGH OF RICHMOND UPON THAMES

CHRIST'S SCHOOL, RICHMOND
NEW ECUMENICAL 6 E. 11-16 ALL-ABILITY MIXED SCHOOL

(Queen's Road, Richmond)

Applications invited (with a preference for practising Christians) for the following posts available due to the impending establishment of a new six-form entry Ecumenical 11-16 All-ability Mixed School on a merger of C.E. and R.C. secondary schools, with adjacent postwar buildings situated near Richmond Park.
Outer London Allowance (currently £237 p.a.) paid to addition to the salary scales shown below.

1. Posts with a group 10 deputy salary (currently £6,792 to £7,479)

(a) Deputy head, curriculum and its development, timetabling.

(b) Deputy head, pastoral: staff and pupil welfare, pupil discipline, general oversight of pastoral arrangements.

(c) Second master/mistress: day-to-day administration (buildings, grounds, ancillary staff, security, safety, records, examinations, staff relief).

Duties may be varied to take into account the particular interests and arrangements of the candidates appointed. One of these posts holders will also take general charge of the school's East Building, and another of the West Building.

2. Senior Teachers (currently £6,355 to £7,043)

(a) Head of Religious Education.
A key post requiring wide experience and organizing talent, ability to promote good personal relationships with staff and pupils, familiarity with differing viewpoints within the Roman Catholic and Anglican traditions, and ability to set Christian standards by personal example.
The appointment will also carry responsibility as first-year tutor.

(b) Head of Careers.
In addition to being responsible for career education, this teacher will also act as fourth-year tutor and have other pastoral and administrative duties.

3. Heads of Faculty
—All Scale 4 (currently £5,010 to £5,621)

(a) English (i) Craft, design and technology (ii) Music (iii) Physical Education

Posts (c), (d), (e) and (f) will also carry responsibilities as year tutors.

All appointments will be from 1st January, 1979, or earlier if possible. Interviews will be held in the week beginning Monday 4th September, 1978.

Applications may be made for any or more posts. Forms and further particulars for all posts are available from the Director of Education, Royal House, London Road, Twickenham, Surrey TW9 1SE, or to the Headmaster, Christ's School, Richmond, Surrey TW9 1SE, by no later than 24th July 1978.

Completed application forms and letters of application should be submitted to the Head Teacher at the school, to whom they should be returned in 14 days of the closing date of the advertisement unless otherwise stated.

COUNTY OF SOUTH GLAMORGAN

Required for September unless otherwise stated:—

SPECIAL
PUMPHREY SUPPLY 11-18 FOR SPECIAL EDUCATION
Scale 1. This Special School Allowance is payable in addition to the normal salary scale. The successful candidate will be responsible for the teaching of handicapped children, prepared to teach in a wide range of special schools. Initially the post holder will be based at Porthkerry, Cardiff, 1.500 Full Allowance Payable.

WEST SUSSEX
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(11-18 Mixed Comprehensive)
Headteacher: Mr. J. A. McEneaney

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THE TIMES EDUCATIONAL SUPPLEMENT 7.7.78

SECONDARY Science continued

Scale 1 Posts

REXLEY
(London Borough of Havering)
Headteacher: Mr. J. A. McEneaney

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MANAGEMENT STUDIES
LECTURER IN ECONOMICS re-
quired for 1st September or as
soon as possible thereafter, to teach
Economics and Commerce to stu-
dents in business, vocational and
distance courses.
Salary: £12,142 to £25,331
per annum.
Application forms to be returned
within 14 days of the appearance of
this advertisement and further de-
tails from the Director.

CITY OF LIVERPOOL

COLLEGE OF DISTANCE
EDUCATION

Formerly C. P. Mott and Chief
Lecturer in the DISTANCE
EDUCATION DEPARTMENT
AN ASSOCIATE LECTURER IN THE
UNIVERSITY OF LIVERPOOL
Applications are invited for the
following posts. Applicants should
possess a good honours degree or
equivalent and have appropriate
experience in a higher degree,
evidence of research and publica-
tion, or of substantial industrial
and/or teaching experience is also
desirable.

Division of Art and Design Studies
Lecturer in the DISTANCE
EDUCATION DEPARTMENT

To be responsible to the Division
Head for the teaching of Textiles
throughout the Department. Course
leading to a BSc (Hons) in Textile
Technology. Some knowledge of
weaving would be an advantage.

Division of Psychology and
Education of the Handicapped
LECTURER IN THE EDUCATION
OF THE HANDICAPPED

The successful candidate will
mainly be a qualified teacher with
experience of working with children
with learning difficulties and will
contribute to the teaching of initial
and in-service BEd. Ordinary and
honours courses.

LECTURER IN ENGLISH
Initially, the successful candidate
will be responsible for a wide
range of English courses, including
A-Level, Ordinary and Honours
courses, but there are also oppor-
tunities for specialization in
Literature, Linguistics, and
Applied Linguistics. The
Department is part of the Faculty
of Education, with the History
Department.

These appointments will date
from 1st September 1978, or as
soon thereafter as possible.

Salary: Lecturer Grade 11 £14,111
to £22,061 (band 11) to Senior Lecturer:
£22,061 to £24,111 (band 12).

Application forms and further
details are available from the
Director of Education, 100, 101, 102
and 103, 104, 105, 106, 107, 108, 109,
110, 111, 112, 113, 114, 115, 116, 117,
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YOUTH AND COMMUNITY SERVICE

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LONDON

INSTITUTION FOR THE DEAF

SOUTH LONDON YOUTH CENTRE

TOTTENHAM

Applications are invited from

qualified teachers, with

experience in youth work

and teaching for the above

post to take in duties as soon

as can be arranged.

Salary in accordance with

the terms of the London

Teachers' Agreement, 1978.

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Overseas Appointments

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BAHRAIN Gulf Technical College

Applications are invited for appointment as

SENIOR LECTURER in ACCOUNTING & MANAGEMENT STUDIES

to teach Accounting, Costing and Supervisory Management on CNC courses initially and to HND standard later, and to be responsible to the Principal Lecturer for administration of Accounting and Management Section. Candidates should have degree or appropriate professional qualification and not less than 5 years' teaching experience. Industrial or government experience desirable.

LECTURER GRADE II in BUILDING SCIENCE

to teach Applied Science and Mathematics to Building, Civil Engineering, Surveying and Orientation Courses, supervise and develop Laboratories, and assist with administration. Candidates should have degree and minimum of 3 years' relevant teaching experience. Material Control Engineering experience desirable.

LECTURER GRADE I in BUILDING

to teach Building subjects, assist in administration and act as course tutor for Construction Technicians Courses. Candidates should have HND or appropriate professional qualification and at least 5 years' industrial experience. Teaching experience desirable.

TAX FREE SALARIES

Gulf Nationals:

Senior Lecturer BD 388.5-BD 443 per month
Lecturer Grade II BD 336-BD 381 per month
Lecturer Grade I BD 280-BD 370 per month

British Expatriates:

Senior Lecturer £10,830-£12,178 per annum
Lecturer Grade II £8,055-£10,322 per annum
Lecturer Grade I £7,434-£10,048 per annum

Expatriates also receive free furnished accommodation and passages.

Please write for further details and application form quoting Ref. GLF/TES, to the Recruitment Unit, TETOC (Technical Education and Training for Overseas Countries), 35/37 Grosvenor Gardens, London SW1W 0BS. Closing date for receipt of applications 28th July 1978.

Tetoc

OVERSEAS Appointments continued

SPAIN—Unemployed ELL teacher with 20 years' experience in teaching and administration in the field of education, seeking a post in the field of education. Details of salary, etc., on request.

CRANFORD—Experienced teacher with 12 years' experience in teaching and administration in the field of education. Details of salary, etc., on request.

SPAIN—Unemployed teacher with 12 years' experience in teaching and administration in the field of education. Details of salary, etc., on request.

Administration
Local Education Authority

CHESHIRE
SPECIALIST CAREERS OFFICER
Salary: £2,300 p.a. plus a supplement of £200 p.a. plus a pension of £100 p.a.

This additional post will strengthen the current staff working throughout the County, dealing with unemployed young people and special measures under the Government's employment programme. A casual car allowance is payable.

A candidate for this post must have a degree and be a member of the Chartered Society of Careers. Applications should be sent to the County Council, County Hall, Chester CH1 1SD. Closing date July 21.

DERBYSHIRE
COUNCIL
CAREERS SERVICE
Applications are invited for the following posts in the Derbyshire Careers Service:

DERBYSHIRE COUNTY CAREERS OFFICER—based at County Office, Derby. Salary: £2,300 p.a. plus a supplement of £200 p.a. plus a pension of £100 p.a.

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DURRY

LONGSHORE COLLEGE OF HIGHER EDUCATION

ESTATES OFFICER
in the responsible for the maintenance and upkeep of the buildings and grounds.

Application forms and further particulars may be obtained from the Director of Education, Longshore College, Higher Education, Longshore Road, Dover, Kent, DA1 1JF. Tel: 01323 811111. Closing date: 21st July 1978.

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HARINGEY EDUCATION SERVICE

CHIEF EDUCATION OFFICER

£11,284 to £12,058 inclusive of supplements and London Weighting plus a Car/Expenses Allowance. Applications are invited for this post from men and women with appropriate educational qualifications, broad educational experience and proven administrative ability. Application form and particulars of the post from the Chief Executive, Haringey Borough Council, Civic Centre, London N22 4LE. Tel. No. 282 1282, Ext. 301. Closing Date: 21 July 1978. In view of the holiday period special arrangements will be made with regard to interviews.

Deputy Area Education Officers (Two Posts)

at Derby and Chesterfield
**Professional Assistant
in the Schools Section**
at Moleck

The current salary scales for the Deputy Area Education Officers are £5,512 to £6,097 and for the Professional Assistant in the Schools Section £3,395 to £4,214. However, both salary scales will be included in the details of posts circulated to applicants.

The three vacancies arise from the promotion of educational administration of the present post holders. Applications are invited from persons with a degree, preferably honours, and successful teaching experience. The vacancies offer an opportunity to enter educational administration within a large County. There is a scheme of financial assistance for newly appointed officers. Car-user allowance apply to the three posts. Further details and forms of application may be obtained from the Director of Education, Derbyshire County Council, County Offices, Moleck. Applications should be submitted by Wednesday, July 25, 1978.

Derbyshire

ASSISTANT ADMINISTRATIVE

Applications are invited for the post of Assistant Administrative Officer for Special Syllabus or the Head's office at Aldershot. The post is concerned with the organization of extensive records from schools and colleges and from within the Board to ensure that the administrative system set up by the Board for controlling school set examinations (Mode 3 Special Syllabus) is run efficiently.

Applicants should preferably possess a graduate or professional qualification to an appropriate subject and, ideally, be qualified typists with experience of clerical filing systems and answering the telephone. Some teaching experience would be desirable, and candidates should be able to demonstrate a close involvement and interest in educational administration, with special reference to Mode 3 examining.

The appointment will be on the Board's scale for Administrative Assistants which is £3,032 x £157 to £4,130 (bar) x £157 to £4,130 per annum. This scale is aligned at Associate points with points 1, 3 and 5 of the Association of University Teachers' scale. The starting point on the scale will depend on the experience and qualifications of the successful applicant, and promotion above the basic will be open to those with extensive previous experience and performance.

Full details of the post, together with an application form, may be obtained from the Personnel Manager, The Associated Examining Board, Wellington House, Aldershot, Hampshire (Tel: Aldershot 2551) to whom completed forms of application must be returned, not later than Friday, July 21, 1978.

Salary scales: £3,128-£4,298 per annum plus 5% Income Supplement

Applications are invited from suitably qualified and experienced people for the post of careers officer. Officers of the Newham Service work a planned week and are expected to be equally adept in advising employers, counselling and advising young people in schools and colleges, and helping the unemployed. Personal research is also encouraged.

Application forms may be obtained from the Director of Education, Education Offices, Broadway, Stratford, London E15 4BH and should be returned within 14 days of appearance of this advertisement.

THE ASSOCIATED EXAMINING BOARD
For the General Certificate of Education

CAMBRIDGESHIRE EDUCATION COMMITTEE Careers Service

Careers Officers (AP/3/4)

Applications are invited for three new posts in the Cambridgeshire Careers Service from candidates who possess (or expect to obtain) the Diploma in Careers Guidance (or equivalent). Two posts are based in Peterborough (CAS 17 and 27) and one in Cambridge (CAS 14). Salary AP/3/4.

Details and application forms (returnable within two weeks of the publication of this advertisement) from: Assistant Education Officer (Careers), 7 Rosa Crescent, Cambridge CB2 3QS.

METROPOLITAN BOROUGH OF Rochdale ASSISTANT EDUCATION OFFICER

(Supplies & Catering) PO1 (3-7) £5,512-£6,097
Applications are invited from suitably qualified and/or experienced men and women. The duties of the post include responsibility for catering, caretaking and other services to all educational establishments and for the use of school premises outside normal school hours (reference number B.892).

CAREERS OFFICER
AP 3/4 £3,395-£4,214

To provide a careers guidance, job placement and follow-up service to young people leaving schools and colleges in the Rochdale area (reference number B.893). Assistance with removal and other expenses and housing accommodation in appropriate cases may be available. Essential user car allowance payable.

Application forms and further details available (by quoting appropriate reference number) from the Chief Personnel Officer, 188 Drake Street, Rochdale OL16 1XG, to whom they should be returned by July 21, 1978.

East Sussex Area Health Authority
HASTINGS HEALTH DISTRICT

Health Education Officer £4,421-£5,326

Enthusiastic and resourceful person required for this new post to work with teachers in supporting and developing health education programmes in schools throughout the district. There will also be an opportunity to work with the Senior Health Education Officer in adult and community projects.

Applicants should be experienced teachers of health education and preferably hold qualifications in health education. Car owner/driver essential (mileage allowance payable).

Job Description/Application Form from District Personnel Department, Hastings Health District, 9 White Rock Road, Hastings TN34 1LP. Closing date: July 31. Selected candidates will be interviewed in September.

Education Department
CAREERS OFFICER

Salary scale: £3,128-£4,298 per annum plus 5% Income Supplement

Applications are invited from suitably qualified and experienced people for the post of careers officer. Officers of the Newham Service work a planned week and are expected to be equally adept in advising employers, counselling and advising young people in schools and colleges, and helping the unemployed. Personal research is also encouraged.

Application forms may be obtained from the Director of Education, Education Offices, Broadway, Stratford, London E15 4BH and should be returned within 14 days of appearance of this advertisement.

THE ASSOCIATED EXAMINING BOARD
For the General Certificate of Education

Somerset

Somerset Education and Cultural Services Committee

Senior Careers Officer Taunton

A Senior Careers Officer is required for the Taunton Area Careers Office. The salary will be in accordance with Grade AP 4/5 (£3,801.80 to £4,615.58). This scale will be subject to review with effect from 1st July, 1979 and is expected to rise by approximately 10%.

The successful candidate will be deputy to the Area Careers Officer and will deal mainly with older pupils and college students. Applications are invited from appropriately qualified candidates who should have previous experience in the Careers Service.

Application forms and further details are available from the Chief Education Officer (Staffing NT), County Hall, Taunton, to whom they should be returned by 22nd July, 1978.

General Adviser (Junior Education)

Burnham Head Teacher Group 9
£8,514-£9,198 (Ref: E.98)

A General Adviser with Special Responsibility for Junior Education is required to join a team of Advisers in the Education Department, Sunningwell, Bromley Lane, Chislehurst, Kent. Candidates should be fully qualified by education and experience for the responsible character of work and must have had teaching experience in Primary Schools. Candidates will be required to provide a car for use on official business and a car allowance will be payable.

Application forms from Assistant Chief Executive (Mansnower), Town Hall, Bromley, Kent BR1 1SB. Tel: 01-464 3333, Ext. 3318.

Closing date 17th July, 1978.

LONDON BOROUGH OF BROMLEY

KENT County Council Education Committee

Assistant Education Officer (Awards)

PO1(6) to PO2(1), £5,826 to £7,094 (includes supplements)

To be responsible to the Senior Assistant Education Officer, Further Education, for the administration of arrangements for awards to students, including the supervision of a staff of 22. Sound administrative ability essential.

Assistance with removal expenses, etc., is given in approved cases. Further particulars and application form, returnable by July 10, from W. H. Petty, County Education Officer, Springfield, Maidstone. Telephone (0622) 571411, extension 2481. (reference G/P/TES).

KENT County Council
Education Committee

Careers Officer to £4,214 (including supplements)

In the Staff Division (based at Shopney). Possession of the Diploma in Careers Guidance or equivalent qualifications required.

Commencing salary for newly qualified officers not less than £3,577 including supplements, depending on previous experience and qualifications. Generous settling-in allowances in appropriate cases.

Further particulars and application form (returnable by July 21, from W. H. Petty, County Education Officer, Springfield, Maidstone ME14 2LJ (reference G5).

Lincolnshire

Education

Careers Officer (THREE POSTS)

SPALDING, GRANTHAM AND GOSTON
£2,445 to £3,008/£3,474 PLUS APPROPRIATE SUPPLEMENT BETWEEN £450-£501

Applications are invited for the post of Careers Officer to be based at Spalding, Grantham and Goston, and applicants should be qualified and/or experienced Careers Officers or student Careers Officers completing their training in July, 1978.

Applicants must be able to drive and a car allowance, and in appropriate cases assistance towards removal expenses, will be paid.

Application forms and further details are available from the County Personnel Officer, County Offices, Lincoln (Telephone 0522 28931, extension 348, to whom completed forms should be returned by July 21, 1978.

WARWICKSHIRE COUNTY COUNCIL Education Department

COUNTY ADVISERS FOR ENGLISH AND MATHEMATICS

Applications are invited for these two new posts. Candidates should be well qualified academically and have had appropriate teaching experience at a senior level. Experience of advisory work would also be an advantage.

Burnham School Head Group 9 (£8,217 to £8,901).

Application forms and further details from the County Education Officer, 22 Northgate Street, Warwick CV34 4SR. S.a.e. please. Closing date for applications is July 28, 1978.

North-Eastern Education and Library Board

Applications are invited from men and women for the following posts:

BUSHMILLS RESIDENTIAL CENTRE Deputy Residential Education Officer

Salary: £3,357-£4,017 per annum plus a supplement of £501.

This Centre is the largest of four being developed by the North-Eastern Education and Library Board as part of a programme to provide residential education for young people, teachers and youth leaders throughout its area. The Centre will provide a wide range of activities in Outdoor Pursuits, Environmental Studies and Social Education. The person appointed to this new post at Bushmills will help to develop the resources and implement programmes of work in all four Centres.

The successful applicant will have teaching qualifications and should be able to offer Environmental Studies as his or her main contribution to the work of the Centre. Importance will also be attached to their experience of, and interest in, Outdoor Pursuits. As Deputy to the Residential Education Officer, he or she should also be able to play his/her part in the administration of the Centre and in taking charge of them in his absence.

Applicants should be holders of a current driving licence. Free accommodation may be available for the person appointed.

HEADQUARTERS Specialist Assistants to the Music Adviser (Two Posts)

Salary Scale: £3,358-£4,011 per annum plus cost of living supplements.

The persons appointed will be required to teach the Violin to Diploma standard. Ability to teach the Viola desirable. The posts are regarded as a professional post. Applicants should have teaching qualifications with experience in schools. Professional training in teaching experience may also be considered. Facilities will be available to take part in Ensemble and performance work in all four Centres.

Entry payment will be made for additional work. Normal LDC car and subsistence rates will be payable on receipt of a signed and addressed postage envelope from the Personnel Officer, North-Eastern Education and Library Board, 125 Dalgate Road, Bournemouth, BH12 1JH, and must be returned not later than 6 p.m. on Friday, 28th July, 1978. Correspondence in any form will disqualify.

OVERSEAS DEVELOPMENT KNOW-HOW vital to developing countries

Specialist Teacher in Mechanical Engineering Brazil

To assist with curriculum development and teaching facilities, liaise with industry, undertake staff training and some teaching; train local counterparts. Applicants should be MEng or have degree in Mechanical Engineering with teaching experience in strength of materials, hydraulics, etc. Appointment 2 years. Salary according to qualifications and experience plus tax-free overseas allowance. Superannuation rights may be safeguarded. (Ref 3174).

Expert in Agricultural Engineering Thailand

To teach at postgraduate level and to undertake and supervise research. Applicants should have degree preferably a doctorate in agricultural engineering or related subject with teaching, industrial, and consultancy experience. Should have experience in at least: (a) agricultural physics with specialisation in soil-water-plant relationships; (b) soil and water engineering with specialisation in soil conservation; should have an understanding of the agricultural needs of developing countries in Asia. Academic and practical experience in that region an advantage. Appointment 2 years. Salary according to qualifications and experience plus tax-free overseas allowance. Superannuation rights may be safeguarded. (Ref 3174).

These posts are wholly financed by the British Government under Britain's programme of aid to the developing countries. In addition to basic salary and overseas allowances, other benefits normally include paid leave, free family passages, children's education allowances and holiday visits, free accommodation and medical attention. Applicants should be citizens of the United Kingdom.

For full details and application form please apply, quoting reference stating post concerned, and giving details of age, qualifications and experience to:

Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eldon House,
Strat Place, London SW1R 6DL

ODM
HELPING NATIONS HELP THEMSELVES

WARWICKSHIRE COUNTY COUNCIL Education Department PRINCIPAL EDUCATIONAL PSYCHOLOGIST

Applications are invited from qualified and experienced educational psychologists for the post of Principal (Chief) Educational Psychologist, available from 1st October, 1978.

Salary scale £8,217-£8,901, Burnham Group 9 Headship.

Further details and application forms from the County Education Officer, 22 Northgate Street, Warwick CV34 4SR. Closing date for applications Monday, 17th July.

EDUCATIONAL REPRESENTATIVE

Owing to promotion we now have a vacancy for a full-time Educational Representative to visit schools in Merseyside, Cheshire and Staffordshire.

We are one of the country's leading educational publishers and for this important appointment suitable candidates must have the ability to work on their own initiative, have the desire to be commercially successful and have either teaching or sales experience. A thorough knowledge of the education system is essential. The post carries a competitive salary, company car and expenses.

Apply in strict confidence giving brief career details to:

Mr M. Jackson, Thomas Nelson & Sons Ltd, Lincoln Way, Windmill Road, Sunbury-on-Thames, Middlesex.

Nelson

Required as soon as possible

Peripatetic Teachers or Instructors of Violin and Viola

To join a large team of peripatetic instrumental teachers. The work involves teaching small groups and individual pupils in primary and secondary schools for four days and one day giving concerts to schools with the Borough String Ensemble. The successful applicants will be given every opportunity to participate in the very active musical life of the Borough.

Scale 2 post available for suitably experienced and qualified teachers whilst the salary for an instructor (is those who are not technically qualified as school teachers but who are qualified musicians) will be negotiable.

Application forms from mid returnable to the Director of Education, Civic Centre, Uxbridge, Middx. UB8 3UW. London Allowance Payable

LONDON BOROUGH OF

ILLINGDON

Area Manager Education

Owing to an internal promotion, we are looking for an Educational Representative seeking management experience. The selected candidate will play an important role in market research and product development as well as being responsible for motivating and managing a team of Educational Representatives in Southern England.

In return for your experience and expertise we will offer you a competitive salary, company car, bonus based on performance and other fringe benefits.

Applications in the strictest confidence to:

Christopher Last, Educational Sales Manager

Macdonald Educational

Holywell House, Worsley Street, London EC4A 3EN. Tel No: 01-247 0121

ADMINISTRATION Local Education Authority continued

NORFOLK COUNTY COUNCIL EDUCATION DEPARTMENT CAREERS OFFICER

North Norfolk Area based in North Walsham. Salary: £11,110 to £12,500 plus £1,210 per annum including expenses.

Applicants must be qualified teachers with a minimum of 5 years' experience. The post is an essential part of the career structure and the duties will involve a wide range of responsibilities.

Applications should be sent to the County Education Officer, County Hall, North Walsham, Norfolk, NR25 1JL. Closing date: 21st July 1978.

NORTHAMPTONSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT CAREERS OFFICER

Salary: £11,110 to £12,500 plus £1,210 per annum including expenses. The post is an essential part of the career structure and the duties will involve a wide range of responsibilities.

Applications should be sent to the County Education Officer, County Hall, Northampton, Northamptonshire, NN1 1JL. Closing date: 21st July 1978.

NOTTINGHAMSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT CAREERS OFFICER

Salary: £11,110 to £12,500 plus £1,210 per annum including expenses. The post is an essential part of the career structure and the duties will involve a wide range of responsibilities.

Applications should be sent to the County Education Officer, County Hall, Nottingham, Nottinghamshire, NG1 1JL. Closing date: 21st July 1978.

NOTTINGHAMSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT CAREERS OFFICER

Salary: £11,110 to £12,500 plus £1,210 per annum including expenses. The post is an essential part of the career structure and the duties will involve a wide range of responsibilities.

Applications should be sent to the County Education Officer, County Hall, Nottingham, Nottinghamshire, NG1 1JL. Closing date: 21st July 1978.

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TOWER HAMLETS LOCAL EDUCATION AUTHORITY

London Borough of Tower Hamlets

EDUCATION DEPARTMENT CAREERS OFFICER

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Administrative aspects of public education

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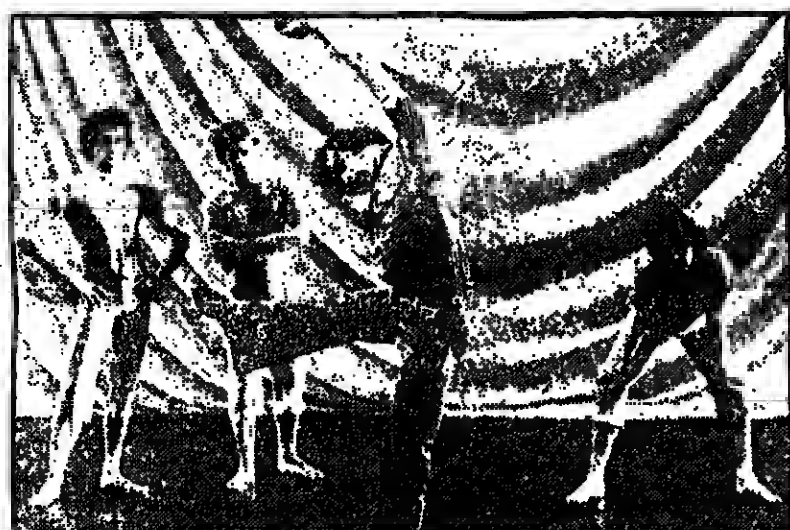
Out on a limb

Rosemary Hartill talks to Christopher Bruce of Ballet Rambert

For its two-week season at the Round House which opens next Tuesday, Ballet Rambert are to present three programmes that will include performances of some of the outstanding works from the repertoire over the past decade. The revivals are from the work of two choreographers whose names have become a major part both of Rambert history and the history of British dance—Glen Tetley and Christopher Bruce. The ballets concerned are Tetley's *Picnic*, *Antony and Cleopatra*, *Tiger and the Moon*, and *Return to Montauk*, and Christopher Bruce's *For These Who Die as Usual*, after Wilfred Owen's famous poem.

Whereas Tetley is an international choreographer, creating and mounting ballets for major companies around the world, Christopher Bruce's name remains linked to the Rambert. A member of the company since 1963, and associate director since 1975, he has concentrated his remarkable talents as choreographer and dancer into developing the repertoire of the company to which he owes so much. Today Rambert include 11 of his ballets in their repertoire. It is hard to believe he is only 33.

He looks like a young Jesus Christ. The intense, ascetic impression is belied by his smile, but confirmed by most of his ballets. As well as *Critic*, the Round House season will present *Black Angels*, *Wings and Cruel Carven*. Common to them all is an uncompromising rejection of the sentimental, a sense of conflict and isolation. "I do feel each of us is ultimately alone," he says. "Life is stark, but I do believe there are oases of humanity and love." To express this view of life, he has evolved a highly individual style. Compounded out



of a compressed, almost primitive energy and an instinctive musical and theatrical control, it combines techniques of both classical ballet and modern dance. Bruce's introduction to the dance world was "Pura Luce". Next door in Scarborough lived a harmonious player who knew a ballet teacher. Encouraged by his father, he began lessons with the Marie Bonou Stage Academy. His next move was to the Rambert, where he has been ever since.

Many choreographers have been good dancers, but it is rare indeed for a choreographer to dance as brilliantly as Christopher Bruce. In performance, at Crystal Palace, he danced the leading role of *Lorca* with a rare magnificence. He says now, with a smile, that that production nearly killed him. "Lindsay Kemp works in total chaos. I work spontaneously, but not in the way he does." In the coming season

Exits and entrances

Hilary Finch on Palestine

Palestine. June 27, July 4, July 11, at 10.30 pm.

Palestine, land of the Philistines, land of the Juffa orange long before the Negev hit the headlines for blunting like a rose, is a world that almost people have only really been worrying about since 1967. Palestine, this week and last, has been the name of a sombre black and white posters all over London, announcing us to sit back and watch "in visual form the debate on the history of the British mandate". The last two Tuesdays, Times took us from 1918 to 1946 and next Tuesday we'll complete the story up to 1948, the year the country changed names.

To the uninitiated a quiet and thorough history lesson, to the well-informed layman a conscientious weighing in the balance, this series can scarcely be faulted for lack of veracity. It is a debate without raised voices, without interruption, and with no vote taken at the end.

We listen to the historians and the spokesmen, the politicians and the scholars, the Jewish, the Arab and the British eyewitnesses, all speaking as if they were producers. Richard Attenborough, to be as succinct and clear as the clean, even script. Just as your sympathies begin to stray one way, you are checked and the balance restored. What could be more appropriate when the whole business, we are told, began with Britain's setting up the scale by making conflicting promises to Arabs and Jews, and then never being able to sort out the mess?

The very shape of each programme contributes to the balancing act—and never does it seem a more obvious one. We are getting used to the notoriety to Yehuda Bauer and Walid Khalidi putting us on the right track between nicely complementary newsreels, and, over so often, a sprinkling of voices and scenes, coming to rest on a statement, a conclusion, a report from some commission or other. Rest assured, it will be the same next Tuesday.

But this is not to belittle *Palestine*. Compared with many earlier accounts of the conflict, the series is showing its responsibility in the choice of documentation and comment, and a skill of marshalling it all without misrepresentation which is both refreshing and admirable.

Nor is it by any means entirely sober, content heavy, or through the work of the hood everywhere: on Arab tells how he saved Jewish life in 1929; Lord Caradon with disarming (disconcerting?) simplicity remembers the British removal of 12,000 Arabs: "It was a very un-

pleasant experience indeed, for them. Personally," we see through the eyes of Richard Attenborough, "they were not as well, where we were."

Whether, at the end, we are made to feel that the situation is anything but a stalemate, or whether we are left with a sense of the creative tension and how much to respect and accept.

The old, old question, "if the series has a theme, it could be that it starts by continuously reinforcing a single oversimplified premise: both Jew and Arab claim Palestine as their own."

That is, as we are reminded, the same old story which Jews and Arabs



Exodus—Palestine, 1948.

inhabited and/or claimed the land. It would be humbling to

And does Richard Attenborough (I don't know if he is) need to be so much about not making a mistake about the conflict?

It is, in this debate, the chief of the matter. If it is, is not that this house belongs to Jews? —how dare it be? House of David? Would Khalidi, chief of the matter, just work on the matter every day. Palestine has at least a good chance to see if we can do better than the time talks begin again in London.

Revision

Political appreciation

First of two articles by Anthony Glees

Young people and their education are still not getting enough help from the medium itself in understanding the political images that are thrust at them.

There has been too much emphasis on special programmes for schools, too little on showing how the more general political output (which far more people see in our case) may be evaluated and developed.

A recent example of these problems which TV producers should solve has been provided by the case of Booby School, Oxfordshire, where a highly motivated and effective English teacher was being encouraged by an equally motivated set of students to offer a sixth-form course on politics. They could not use a specific series but wanted, rather, realistic insights into the comprehension of political points which TV was putting across in the normal course of events.

The seriousness of their predicament has been intensified by the impending general election and not only because this election will be one of the most crucial since 1945 but also because the campaign itself will obviously lead to an increased amount of political news on television.

Young people and their teachers in Banbury and throughout the country will want to know how election campaigns (which are just law politics) can be related to the fundamental assumptions about British society that will determine its future shape.

As yet, however, there is no indication that television will deliver the goods. It is true that the BBC, at any rate, is planning a number of election specials, in which viewers will be able to ask politicians specific questions, but this will hardly fill the bill.

Will Mrs Thatcher be enjoined into explaining how she can reconcile public spending cuts with a desperately needed injection of funds into the NHS? Will Mr Callaghan be required to explain why his party, which first gave us the health service, has been content at times to deteriorate into what is, at best, a little like a trade union wild life park? The answer is a predictable "no". TV has still not come of political age.

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